

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

2025-2026/SCHOOL INFORMATION

School Name:	Lincoln Elementary School		
RCDT:	010691170222006		
Principal:	Ms. Sue Lovdahl		
Address:	320 West Independence		
City, ZIP code:	Jacksonville Il. 62650		
Telephone:	217-245-8720		
Email address:	slovdahl@jsd117.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2023-24	86.1%	Y	

DISTRICT INFORMATION

District Name/Number:	Jacksonville School District #117
Superintendent:	Mr. Steve Ptacek
Telephone:	217-243-9411
Email address:	sptacek@jsd117.org

Superintendent's Signature

Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Sue Lovdahl	Principal
	Dean of Students
Karen Fezler Allyson Maul	Kindergarten team
Tiffany Rogers Emily Hudson	Title I team
Jess Brown Jess Brown	1st grade team
Drew Comstock Samantha Gregory	2nd grade team
Jody Haskell Samantha Carbonell	3rd grade team
Sharon Smith Erin Bauler	4th grade team
Austin Crowder Ashley Crowder	5th grade team
Logyn Little	Resource
Steph Noel	Resource
Kristain Wainman	Self-Contained ID
Madeline Boyd	Social Worker
Rebecca Erickson	Psychologist
Dorothy Fernandes	Speech and Language
Stacy Farmer	ELL

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. Special Education
2. Title I
3. ELL services

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>.

Parent Needs Assessment Survey (Appendix ____): A review of parent survey results shows that

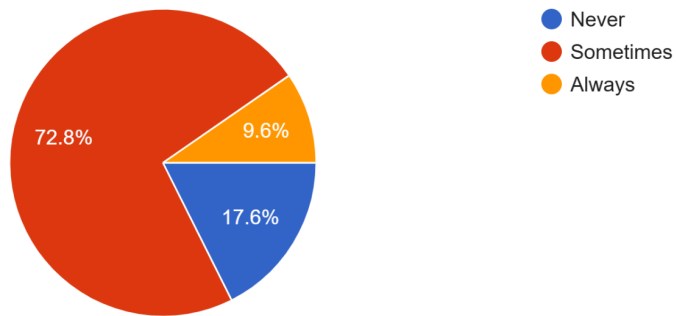
1. 80% of parents feel teachers have good communication.
2. 80% of parents feel satisfied with the level of academic support from Lincoln.
3. 80% of parents feel satisfied with the level of emotional support from Lincoln.
4. 80% of parents feel discipline is handled effectively.

5. 85.7% of parents feel welcome at Lincoln.

Student Needs Assessment Survey (Appendix ____):

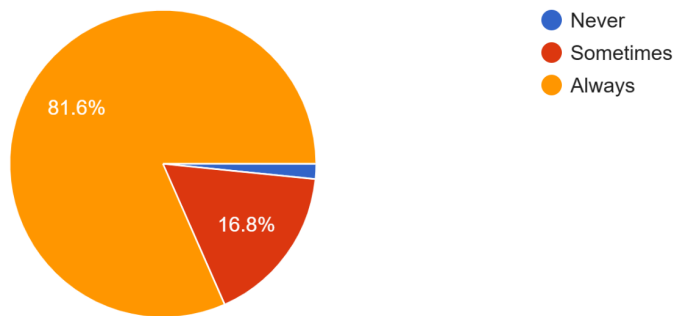
Do you feel that your learning time is being disrupted?

125 responses



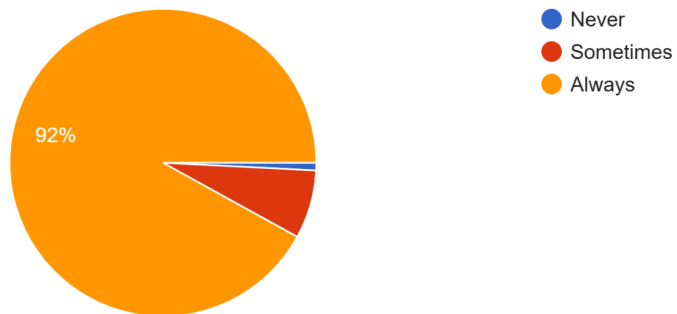
Adults at my school treat students with respect...

125 responses



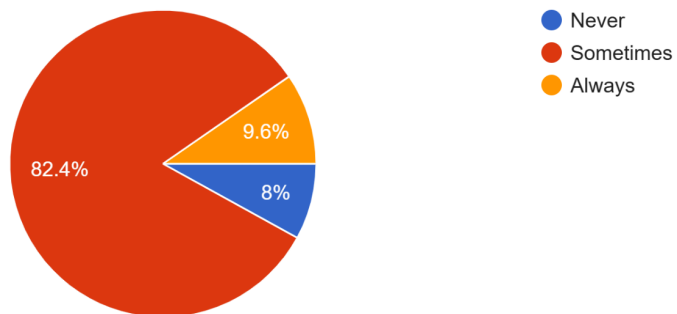
My teacher really cares about me...

125 responses



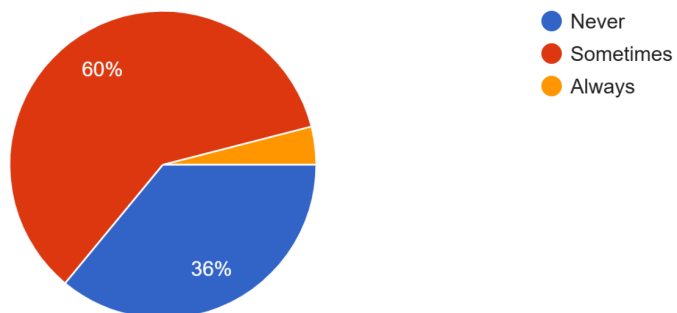
Most students in my school can work out disagreements with each other...

125 responses



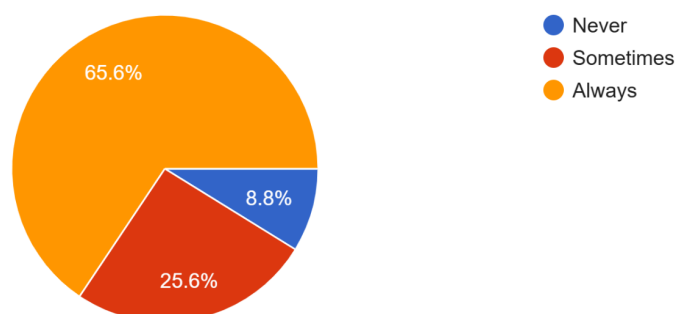
Students at my school are often teased or picked on...

125 responses



My parents ask me about my day at school...

125 responses



The data from our student surveys helps drive our action plan here at Lincoln. We consider what our learners feel and observe and will be addressing their perspectives throughout our Title I and school plan.

4. Describe schoolwide reform strategies in narrative form to include the following:

- provide opportunities for all children, including each of the subgroups of students (as defined in section 111(c) (2)) to meet the challenging State academic standards;
- 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
 - 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.

Lincoln Elementary school is one of six elementary student attendance centers in Jacksonville School District 117. It is located on the Northside of Jacksonville within the city limits and has a total enrollment of 249 students. Data from SKYWARD show that the racial/ethnic background of our student population is 50% White, 22.8% Black, 5.2% Hispanic, 0% Native Hawaiian/Pacific Islander, 0% Native American, and 21% of two or more races. Lincoln has a low income rate of 83% which makes it the elementary attendance center with the second highest rate of poverty. The incidence rate of students with Individualized Education Programs (IEPs) is 25%. Four percent of students are categorized as English Language Learners. Finally, Lincoln has a mobility rate of 16% and 5% of students were reported as being homeless. The percentage of students who miss 10% or more of school days per year regardless of excused or unexcused is 31%. This has an impact on our student learning.

There are several school reform strategies that aim to provide opportunities for all children, including those who are black, low income, have Individualized Education Programs (IEP), are English Language Learners (ELL), or belong to multi-racial backgrounds, to meet challenging State academic standards. Here are some commonly implemented strategies that Lincoln Elementary will continue to enhance and utilize:

- Equity-Based Approach:** Lincoln has adopted an equity-based approach to education, ensuring that all students have access to high-quality resources, materials, and instructional practices that support their learning. This approach aims to address the opportunity gaps that exist among different student populations.
- Culturally Responsive Teaching:** Teachers at Lincoln have been trained and implement culturally responsive teaching practices that recognize and value the diverse cultural backgrounds and experiences of students. This approach helps create inclusive and engaging learning environments where students' identities are affirmed and their academic success is promoted.

3. **Differentiated Instruction:** Lincoln teachers utilize differentiated instruction techniques to tailor teaching methods, materials, and assessments to meet the individual needs and learning styles of students. This approach allows teachers to provide appropriate support and challenge for all students, including those with IEPs and ELLs.
4. **High-Quality Professional Development:** The District as well as Lincoln itself, offers ongoing, high-quality professional development opportunities for teachers and school staff. We would like to continue to focus on strategies for effectively engaging and supporting diverse student populations, including strategies for addressing the unique needs of black students, low-income students, students with IEPs, ELLs, and multi-racial students. In 2025 - 2026, Lincoln staff will participate in a book study of *Fostering Resilient Learners* to support trauma informed practices and student belonging. TNTP will provide professional development aligned to our SIP goals in reading and math. The district will continue training in Magnetic Reading, with possible support in ENvision Math as needed.
5. **Early Intervention and Support:** Through the use of our District wide MTSS program, teachers can implement early intervention programs and support services to identify and address learning challenges at an early stage. This includes interventions for academic, social-emotional, and behavioral support, ensuring that all students receive the necessary assistance to succeed.
6. **Family and Community Engagement:** In 2025 - 2026, Lincoln will strengthen family and community partnerships through culturally responsive outreach and collaboration with local organizations. We'll begin the year with an open house focused on helping families support learning at home, host a family math night, and send home materials to reinforce reading response and mathematical thinking.
7. **Data-Driven Decision Making:** Through the use of Problem Solving and grade level team meetings, teachers will use data to identify achievement gaps among different student populations and inform instructional practices. Teachers will regularly assess student progress, track growth, and analyze data to ensure targeted interventions and adjustments to instructional strategies.
8. **Extended Learning Opportunities:** Lincoln Elementary provides after-school programs through the Boys and Girls Club, and tutoring services through the District summer school program, to support students who may require additional academic assistance or enrichment activities.
9. **Collaboration and Professional Learning Communities:** Lincoln Elementary will continue to encourage collaboration among teachers, administrators, and support staff to share best practices and collectively address the needs of diverse student populations. Establish professional learning communities where educators can collaborate, reflect, and continuously improve their instructional practices. This will be done through collaborative planning time with grade level partners and meetings with the administrator.

Adopting Priority Learning Standards and creating common assessments are important steps towards strengthening the academic program and ensuring consistent expectations for all students. Lincoln has developed a master schedule that optimizes instructional time throughout the day and allows for Title and Resource to pull students so they will not miss CORE instruction. The schedule also incorporates dedicated collaborative planning time for grade level teachers to come together and discuss planning strategies and analyze data from common assessments. Additionally, Response to Intervention (RTI) has been integrated into the schedule, providing designated intervention time to support teachers in addressing the needs of students requiring extra assistance.

Addressing the needs of all children in the school, especially those at risk of not meeting challenging state academic standards, requires a comprehensive and targeted approach. Here are some strategies Lincoln will continue to practice and approve upon implementation:

1. **Data Analysis and Targeted Interventions:** Collect and analyze data on student performance to identify those who are at risk of falling behind. Utilize formative assessments, standardized tests, and other measures to

pinpoint areas of weakness. Develop targeted interventions and provide additional support in those specific areas to help struggling students catch up.

2. **Response to Intervention (RTI) Framework:** Implement an RTI framework that includes multiple tiers of support. Provide high-quality core instruction to all students, while offering increasingly intensive interventions for those who need additional assistance. Monitor students' progress regularly and adjust interventions accordingly.
3. **Individualized Education Plans (IEPs) and Accommodations:** For students with disabilities or special needs, develop IEPs that outline specific goals, accommodations, and services to meet their unique learning requirements. Ensure that teachers are aware of and implementing the accommodations effectively.
4. **Differentiated Instruction:** Employ a variety of instructional strategies, materials, and activities to meet the diverse needs of students. Differentiate instruction based on learning styles, abilities, and interests, allowing for personalized and targeted learning experiences.
5. **Small-Group and Individualized Instruction:** Provide opportunities for small-group instruction and one-on-one support for students who require additional attention. This allows for more focused instruction and tailored assistance.
6. **Social and Emotional Support:** Address the social and emotional needs of students through counseling services, character education programs, and the promotion of a safe and inclusive school climate. Provide appropriate interventions to help students overcome emotional barriers to learning.
7. **Progress Monitoring and Continuous Assessment:** Continuously monitor and assess students' progress to identify areas of growth and areas that require additional support. Use a mix of formative and summative assessments to measure learning outcomes and adjust instruction accordingly.

By implementing these strategies, Lincoln Elementary will be able to effectively address the needs of all children, especially those at risk of not meeting challenging state academic standards. It is crucial to foster a collaborative and supportive learning environment that values the unique strengths and challenges of each student, ensuring they receive the necessary support to succeed academically.

The planning team at Lincoln Elementary School is currently evaluating the school-wide curriculum instruction with consideration to the following categories:

- The data from 2023-2024 and 2024-2025 has proven that tier 1 instruction is an area of concern for several grade levels. Tier 1 instruction support using research driven best strategies will be the focus of reform strategies.

Strategies for Tier 1 Instruction

Improving tier one instruction at Lincoln Elementary School is crucial for promoting student success and achievement. Here are some reform strategies that can help enhance tier one instruction:

1. **Data-Driven Instruction:** Collect and analyze student data to identify areas of strength and weakness. Use this information to tailor instruction to meet individual student needs. Regularly assess students' progress to ensure targeted interventions are implemented when necessary.
2. **Differentiated Instruction:** Recognize that students have diverse learning needs and abilities. Differentiate instruction by providing a variety of instructional materials, strategies, and assessments to meet the individual needs of students. This ensures that all students have access to rigorous and meaningful instruction.

3. **Professional Development:** Provide ongoing professional development opportunities for teachers to enhance their instructional practices. Focus on effective teaching strategies, content knowledge, classroom management techniques, and the use of instructional technology. Encourage collaboration among teachers to share best practices and learn from one another.
4. **Co-Teaching and Collaboration:** Encourage collaboration and co-teaching among general education teachers, special education teachers, and other specialists. This allows for the sharing of expertise and resources, and the implementation of inclusive instructional practices that support all students.
5. **Positive Classroom Climate:** Create a positive and inclusive classroom climate that promotes engagement, respect, and a sense of belonging. Implement behavior management strategies that support positive behavior and address any disruptive behaviors promptly and effectively. Foster a supportive and caring learning environment.
6. **Engaging Instructional Strategies:** Utilize a variety of research-based instructional strategies that actively engage students in the learning process. Incorporate hands-on activities, cooperative learning, problem-solving tasks, and technology tools to enhance student engagement and understanding.
7. **Curriculum Alignment:** Ensure that the curriculum is aligned with standards and learning goals. Regularly review and update the curriculum to reflect best practices and meet the needs of the students. Provide teachers with the necessary resources and materials to effectively implement the curriculum.
8. **Family and Community Engagement:** Involve families and the community in supporting student learning. Communicate regularly with parents and provide them with resources and strategies to reinforce learning at home. Collaborate with community organizations to provide additional learning opportunities and support for students.
9. **Monitoring and Support:** Establish a system for ongoing monitoring and support of tier one instruction. Regularly observe and provide feedback to teachers, conduct walkthroughs, and use data to assess the effectiveness of instructional practices. Offer support and professional development to address areas of improvement.
10. **Continuous Improvement:** Promote a culture of continuous improvement by encouraging teachers to reflect on their practice, seek feedback, and engage in professional learning communities.

Regularly review and refine instructional practices based on evidence and student outcomes.

Implementing these reform strategies can contribute to the improvement of tier one instruction. At Lincoln Elementary School, leading to enhanced student learning and achievement will be a building-wide goal.

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.

School Social Work Services: A school social worker is assigned to Lincoln 3 days a week. She sees students with IEP (Individualized Education Plans) social work minutes as the first priority. The school social worker saw approximately 40 students (IEP and non-IEP) on a weekly basis during the 2024-2025 school year. According to data provided by the MTSS process and behavioral referrals, we are not meeting the emotional needs of our students. It is estimated that 80% of our students could benefit from Social Work Services.

SASS/CARES: CARES calls are made as needed when a student threatens harm to self or others. Then a SASS worker may offer services for 3 months after as needed. During the 2024-25 school year, 5 SASS calls were made. One call to 911 for the mental hospitalization of a student. Ten threat assessments and 8 suicide risk assessments with subsequent parent contacts to follow-up were also made.

- In response, for the 2025 school year, we plan to use the dean position proactively to support student behavior through meaningful interventions such as structured breaks, social-emotional groups, and a

consistent presence throughout the building to prevent escalations before they occur. The dean will also be trained to de-escalate situations early, using strategies that help students regulate and return to learning more quickly. This work will be done in close collaboration with teachers and families to ensure students receive consistent support across settings.

MTSS: Intervention supports are implemented for students who have been referred for academic or behavioral needs. Data are collected regarding the effectiveness of the intervention support for the students. The interventions and results are planned and reviewed in a team format between school staff members and the student's parents. Intervention supports (both academic and behavioral) are typically implemented by the student's classroom teacher and or Title I teacher. (See Section 7, School-wide Tiered Model and Early Intervening Services, for more information about MTSS.) Lincoln currently has 3 full time Special Education teachers and two full time Special Education aides. Currently, The Special Education teachers service 24,000 minutes per year. We have a Speech Therapist that services students 4 days a week.

Crossroads Learning Center: Lincoln was able to utilize the Crossroads Learning Center as an option for students who meet the three school-day suspension threshold. Using CLC results in students continuing to receive educational services and being able to complete classroom work.

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).

Lincoln Elementary School 1st grade will continue to implement a career research project into their writing/social studies curriculum for the 2025-2026 school year.. During this time guest speakers come to the school and discuss their job. Our goal is to invite community members that went to college and members that perform a trade. Students will see a variety of jobs that work together to make our community run smoothly. These professions include: police officer, firefighter, nurse, chef, farmer, mechanic, coach, mayor, postal worker, and more. Students prepare questions to ask the guest speakers in order to better understand their profession and how they play a role in the community. The job of the student is to learn more about the education and skills necessary to pursue these professions in the future.

The Jacksonville School District begins creating awareness of potential careers in first grade. They complete a unit on careers in the spring and then travel to the Children's Museum in Springfield, where they have an opportunity to role play and create their own "On the Job Training."

The University of Illinois extension office presents on a variety of topics with AG in the classroom being a standard in the district every year this is provided to 4th grade students. This is a monthly program and at the end of every year students take part in a field trip for a hands-on experience. At the end of the year, the fourth grade students also research careers and have a career day to present various careers to the class.

At Lincoln Elementary, the staff holds students to high academic and behavioral expectations. By the end of the year, these expectations are connected to future life goals for our students by having a STEAM/career themed day during the final week of school. Students explore activities utilizing various science, technology, engineering, art, and math skills they have been learning all year. Students are taught to be mindful of ways those skills will prepare them for future careers and success as adults.

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.).

Schoolwide Tiered Model and Early Intervening Services

As stated previously, Lincoln implements MTSS on a schoolwide basis. The goal of the MTSS process is to determine why a student is having academic or social, emotional, or behavioral difficulties and then link the reasons to early, intensive, and successful instructional or intervention approaches that occur, as much as possible, in the general education classroom (or the setting where the difficulty is occurring). The process has two primary components:

1. Data –Based Functional Assessment Problem Solving, which is a universal process used by school staff to determine why a specific student or group of students are not responding to effective instructional and classroom management. The focus of the problem-solving process is within the “instructional environment” and not just on the individual student of concern. This process consists of:
 - a. Defining the problem, i.e., problem analysis, to determine why a student is not making academic or behavioral progress;
 - b. Developing and implementing an intervention plan that includes specific goals, interventions, evaluation strategies and decision rules or criteria for determining if there has been a successful resolution of “the problem”; and
 - c. Evaluating the plan by reviewing data to 1) determine if the student is responding to the interventions and 2) make adjustments to instruction and interventions accordingly.
2. MTSS Teams at Lincoln consist of the Principal who coordinates the meetings, sends out invitations, serves as facilitator, and manages all paperwork, the Principal, classroom teacher, special education resource teacher, and parent/guardian. Additional people are invited to attend as needed, such as social worker, school psychologist, speech and language teacher, or EL coordinator.

With regard to preventing and addressing problem behavior, Lincoln has the following in place:

Tier 1

School-wide behavior Expectations: As the school year begins, parents are given a Student Handbook which clearly outlines expectations and procedures for a successful and positive educational experience. Parents are made aware of tiered consequences for behaviors and are asked to sign off on receiving and reading the handbook. Usually at the beginning of each semester, students are rotated through stations located throughout the school to teach hallway, bathroom, lunch, recess, transition, arrival, and dismissal procedures. Our entire staff is highly encouraged to be CPI trained. A Dean of Students position was created to begin in the 2016-2017 school year for Lincoln. Through that position, a universal referral form was created and behavior documentation has taken place.

In a normal year, we begin each day with all students and staff in the gym for a morning meeting, during which time, shout outs for jobs well done, reminders for why we are here, and repetition of our Lincoln School Pledge, and the Pledge of Allegiance take place. We also implemented a school wide Social Emotional Learning Plan where we focus on one characteristic per month. Teachers were then planning and instructing lessons based on the characteristics for the month while utilizing various SEL strategies daily in their classroom to help students learn to identify and manage their emotions. Our classroom teachers also use Classroom Dojo to track positive and negative behavior points throughout the day. Parents have access to this information. Data has shown that during the 2024-2025 school year we had an average of

83.7% of our students who remained referral free per quarter. Referral free students are rewarded on a weekly, monthly, and quarterly basis. Referral free recognition will continue during the 2025 - 2026 school year. There are monthly Dojo rewards for students having the classroom required percentage of positive points. District wide parent/teacher conferences are held twice a year. The Guiding Coalition Team at Lincoln would like more information on creating the Ron Clark Academy House system. The house system is designed to promote character building, academic success, school spirit and a family atmosphere. The psychologist at Lincoln would like to build a student mediation team to assist the school community in conflict resolution skills.

Tier 2

Continuous data from the 2024-2025 school year provided us with weekly, monthly, and quarterly information on our students, showing that on average, 83.75% of our students remain referral free per quarter. For the other 16.25% of students, classroom teachers have used the following things this past year: think sheets, parent communication and informal conferences, and individualized classroom behavior interventions, such as tally charts, talking tickets, individualized reward incentives, and time for time. The Dean of Students used graduated consequences such as conferencing, responsibility centered discipline levels, in-school solutions, problem solving, lunch detentions, office or after school detentions, Change Your Words/Change Your Mindset Think Sheets and counseling, direct teaching of anger management strategies, both In-school and Out-of-School Suspensions, parent communication and conferencing, Chart Moves, Break Cards, and Check In/Check Out with individualized goals. Social/Emotional Learning Groups were also utilized this year for those students who needed further support beyond the Tier 1 level. The use of MTSS meetings provided the opportunity to review data for students. Teachers who had identified students within their classrooms who were in need of assistance began interventions and discussed these students/interventions at team meetings. These teams suggested possible interventions that could be used in the classroom setting and help the teacher analyze data on these interventions as they were used.

The school also continued to use the Crossroads Learning Center as an option for students who met the three or more school-day suspension threshold. Using CLC results in students continuing to receive educational services and being able to complete classroom work.

The above procedures and interventions will continue during the 2025-2026 school year.

Tier 3

The school continued to use the MTSS process for those students who were identified as possibly needing further evaluation for Behavior Intervention Plans or IEPs.

With regard to preventing and addressing problem behavior, Lincoln has the following needs for the 2025-2026 school year

Looking ahead, the following needs have been identified for the 2025-2026 school year. Continued professional development training is needed on improving classroom management and the use of Social Emotional Learning strategies, activities, and lessons.

To support the social-emotional needs of students and address at-risk behaviors, Lincoln Elementary plans to use Title I funding to create a dedicated space that will function as both a sensory room and an SEL room. This space will provide students with access to calming tools, structured breaks, and opportunities to reflect on their behavior and emotions. It will also be used to teach self-regulation, coping strategies, and emotional awareness in a supportive environment, helping students return to the classroom ready to learn. The Dean of Students will also be located in this room.

In 2025-2026, Lincoln Elementary will strengthen family and community engagement by sending home learning strategies, attendance information, and updates on student progress in reading and math. The school also plans to re-establish a PTO with a sign up opportunity at Open House.

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.

Our professional development plans for the 2025-2026 school year will continue to focus on classroom management and the implementation of SEL with the addition of refining the MTSS process at Lincoln. Improving classroom management and the use of SEL will assist in boosting Tier 1 instruction along with enhancing the response to intervention. Lincoln will use Second Steps as an SEL curriculum which will include training and support materials to ensure proper implementation. Lincoln plans to implement monthly character traits as a school wide focus. Each month, teachers will recognize one student who consistently demonstrates the trait, and those students will be honored with an award at the end of the month.

Our learning partner, TNTP, will support professional development by helping refine our PLC process, guiding teachers in instructing students to explain their mathematical thinking and response to reading, and assisting with student work analysis. TNTP will also help facilitate guided coalition team meetings to monitor the effectiveness of our academic systems, all with the goal of improving student achievement.

IReady and Magnetic Reading will be implemented with fidelity across the district beginning in the fall of the 2025-2026 school year. Professional development has already been provided and will continue throughout the next school year.

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

Lincoln Elementary School works with the local preschools along with parents to assist students in the transition from Pre-K to Kindergarten. One way in which students transition to Kindergarten is through a Kindergarten preview night held in the spring. This is an opportunity for the incoming Kindergarten students and families to meet the Kindergarten teachers and tour the building. Lincoln Elementary also has a school wide meet the teacher night for parents to come see their child's classroom and meet their child's teacher held in August before school starts. As a district, kindergarten teachers have created a checklist of skills children should have as they enter kindergarten. This list is shared with the preschools in the area and given to parents at the kindergarten preview night. Kindergarten teachers gather information to prepare for the upcoming year by meeting as a team on students with specific needs and observing them in their preschool classes. Another method used to help transition students is to work with some of the local preschools to receive documentation on incoming students regarding their strengths and areas to work on, as well as a need for any services. This communication with the preschool program also provides parents information about school registration.

Lincoln Elementary School would like to provide more support to students entering Kindergarten. Due to the lack of preschool attendance by a portion of entering kindergartners, Lincoln School would like to provide a transitional classroom to support students who are not meeting kindergarten readiness skills as outlined by the KIDS assessment. Another way to provide more support would be to extend the communication that is shared with the local preschools to include the local daycares with preschool programs as well. This communication would include registration information, dates of preview and meet the teacher nights, and expectations for upcoming Kindergarteners at Lincoln Elementary School. With extended communication with the daycares and preschools, the parents will have information that is important for their incoming students. One way of closing the communication gap is to continue to have school staff members going to visit the daycares and preschool programs, as well as staff attending a family night that is hosted at the preschool programs. Another way to help with the transition would be to provide more assistance in the classroom such as a classroom aide, more volunteers, or a long term sub for the first month of school to help transition the students into school. The help from staff or volunteers would ensure that the needs of each student are being met during this time of learning. Lincoln

Elementary would also like to increase the amount of social-emotional support that is available to the students. Kindergarten teachers will have access to sensory tools such as weighted blankets, fidget tools, and pressure activities. Using these tools to help students regulate their emotions, kindergarten teachers will continue to teach calming techniques and implement strategies based on the SEL practices of Conscious Discipline. Another service that Lincoln school would like to provide to students is a push-in speech and language schedule and speech screening. At Lincoln Elementary we have a high percentage of students that require speech and language services; with a speech instructor pushing into the classroom, the students could be supported and language could build in the classroom setting. A speech screening for incoming students would identify what supports would need to be put into place to make the children the most successful.

Lincoln Elementary would like to strengthen the communication between the parents and the school as well. One way we can continue to foster the communication between school and home is by having a Kindergarten parent night to check in with families to make sure their students' needs are being met. Other ways we would like to strengthen this relationship would be to have a parent liaison, make home visits, and family activities at school, such as breakfast with a buddy. In 2025-2026, we will utilize the classdojo website to share work and progress with families on a student portfolio. With these supports Lincoln Elementary will better support students that are transitioning from Preschool to Kindergarten.

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 programs.

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.

Addendum Possible Title 1 Budget Items

- A possible Title I budget item includes the purchase of a mobile promethean board to support small group instruction and intervention led by the Title 1 teacher.
- Increased parent involvement money in order to continue the monthly parent book club.
- The Assistant Director of Special Education and the Occupational Therapy Specialist compiled a list of recommended items for a sensory room. Title 1 funds could be used to purchase many of these resources to help create a dedicated SEL and sensory space that supports students' regulation and emotional needs.
- PBIS rewards to assist with behavior management, truancy, culture, and climate.

