

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:	Jacksonville Middle School		
RCDT:	010631170221013		
Principal:	Celeste Lashmett		
Address:	664 Lincoln Avenue		
City, ZIP code:	Jacksonville, IL 62650		
Telephone:	217-243-3383		
Email address:	clashmett@jsd117.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2024-2025	51%		

DISTRICT INFORMATION

District Name/Number:	Jacksonville School District 117
Superintendent:	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
Celeste Lashmett	Building Administrator
Charity Karr	Building Administrator
Tim Roberts	Building Administrator
Kelly Zoellner	Curriculum Director
Rachel Weber	Title I Teacher
Emilee Secrist	Title I Teacher

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. English Learners may be served under Title I.
2. Students with IEPs and Section 504 plans may be served under Title I.

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

Summary of Needs Assessments:

<https://docs.google.com/spreadsheets/d/1dTafENbC1j21YjBbTYHZmRmFsQgQ6oZuAKw3xH6MzT8/edit?gid=0#gid=0>

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;

All general education students have access to the universal curriculum in the content areas of language arts, math, science, social studies, physical education and health. Collaboration time for content area/grade-level teachers is built into the daily schedule with common planning time. This allows teachers of the same courses to collaborate at least weekly, up to daily, in order to ensure similar curricular experiences regardless of the teacher/team of each student. Common assessments are also used at each grade-level and content area. Differentiated instruction is also available to all students in the general education and special education classrooms.

Common planning time has also allowed teachers to align their content and curriculum to the state academic standards. Teachers of the same academic discipline have shared planning time daily. This time is spent on lesson/unit planning, data analysis and intervention planning.

We follow the JSD#117 Decision Making Guidelines for the RTI process in order to address the academic and behavioral needs of students in the classroom. This process includes the teacher, administrator, and parent working to develop a plan to address the needs of the student with interventions that can be progress monitored over a 6-9 week period. This process may be the entry point for enhanced interventions, up to or including testing for special education or Section 504 eligibility.

Those students scoring below grade level in reading may also be eligible for services from the Title I teachers. Placement in Title I reading classes is determined by performance on the universal assessment (iReady test, given three times annually) and on the Qualitative Reading Inventory (QRI). We have also included a Math Strategies class to support students with mathematical needs. Teacher recommendations and evaluations are considered at Problem Solving meetings with general education teachers, Title teachers, and administration present. Those students placed in a reading or math intervention class will receive intensive instruction. Reading intervention classes use Literably, Pioneer Valley Books, as well as additional intervention materials to best support the needs of the students. Math intervention classes are driven by results from iReady testing and using a student's "My Path." The goal of intervention classes is to accelerate student growth in the areas of reading/math and to close the gap between student performance and expected levels.

Vertical alignment of prioritized state learning standards are assessed and reflected on yearly. Curriculum and assessments in the classroom are designed around these learning standards. We use our prioritized state learning standards to develop end of year assessments for every class at the middle school to gauge mastery of standards at every level. This year, PLS aligned formative and summative assessments were updated with standards.

Subgroups:

Homeless Students-The school secretary responsible for enrolling new students and the School Social Worker are trained in identifying students who may be classified as homeless. This is a simple screening process for students new to the district, but the counselors also survey students who are not new to the district to screen for possible homelessness. When a student is identified as homeless, school and district policies and procedures are put in place in alignment with McKinney-Vento requirements and recommendations in order to ensure that these students are able to succeed in the school.

Children with Disabilities-Students with IEPs and Section 504 plans have access to the standards-based curriculum. Multiple scheduling options, as well as differentiated instruction, help students close the gap with their peers who are performing at grade-level. Students may be placed in co-taught sections of any of the four core content areas; these sections feature a general education teacher and a special education teacher to assist students with the general education-level instruction and learning. All four core content areas at all grade levels also have direct instruction sections taught by special education staff. Opportunities for these sections to utilize labs for science, for example, have been implemented. Cross-categorical, self-contained classrooms for students with more impactful cognitive and emotional disabilities are also available as an option for students with disabilities. In recent years, we have tried to more conscientiously place students in the sections that best meet his/her needs, even if it may be different types of sections for each content area.

English Learners-District policy dictates (based on State guidelines) that the parents of students new to the district complete a Home Language Survey at the time of enrollment. Students who speak a language other than English or in addition to English in the home are referred for screening to determine eligibility for EL services. Students who are found eligible, are enrolled in an EL class daily. In addition, they are placed in a language arts section that features an EL-certified teacher to co-teach with the general education instructor. EL students are enrolled in general education math, science, social studies, and physical education/health. This immersion model is utilized to ensure the students' access to curriculum aligned to the state standards. iReady tests as well as curriculum-specific assessments are used to monitor the progress of ELL students.

b. Use of 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

The standard schedule of the school includes six periods of instruction in addition to a daily advisory period that we call Crimson Time. During Crimson Time, teachers are able to pull students for interventions and additional supports. Multiple scheduling options, as well as differentiated instruction, are available for students also. Students may be placed in co-taught sections of any of the four core content areas; these sections feature a general education teacher and a special education teacher to assist students with the general education-level instruction and learning.

Built into the daily schedule are classes available to enhance students' reading comprehension, vocabulary and writing skills. The daily advisory period is another opportunity for students to receive additional instruction and practice.

Teachers in the science department continue to implement more inquiry-based lessons and activities into their curriculum. This type of instruction goes hand in hand with the Next Generation Science Standards. Our 7th grade teachers have also worked this year to also implement some of the engineering standards into their curriculum.

In the Math Department, in 6th grade, one level of math is offered. In 7th grade two levels of general education math are offered: standard 7th grade math and accelerated math. The accelerated math moves at a quicker pace and requires students to delve deeper into foundational concepts of math. By midway through the second semester, students are introduced to concepts from the algebra class. At the 8th grade level, two courses are also offered: standard 8th grade math and Honors Algebra I. These options open up opportunities for enrichment for students performing at and above grade-level.

Placement in standard and accelerated/honors sections is guided by the program of schoolwide assessment via iReady scores. Current and previous years' scores inform placement and also serve as a means to monitor growth. School Improvement Planning days built into the district calendar nearly every month provide an opportunity for staff to regularly examine the data, collaborate, and/or develop plans to address shortcomings.

At Jacksonville Middle School, we are also able to offer enrichment classes in the fine arts, including Choir, Winds Ensemble, Concert Band, and Orchestra. These courses are ongoing through the entire school year and meet daily. In addition, for those who do not take one of the vocal or instrumental music courses, a rotation of quarter-long classes is offered. These courses include Music, Media and Technology; Art; Academic Advisory; two different technology electives (robotics, coding, technology design, programming, etc.); Theater; Debate; and ASL. Rounding out programming at Jacksonville Middle School are several opportunities for extracurricular activities. Students are able to participate in Student Council, Crimson in Action (a student leadership program in which students provide social-emotional lessons monthly to groups during Crimson Time), Scholastic Bowl, Yearbook Club, and Rainbow Revolution Club.

Athletic activities available at Jacksonville Middle School include Boys & Girls Cross Country, Boys & Girls Golf, Boys & Girls Basketball, Girls Volleyball, Wrestling (coed), Boys and Girls Track & Field, Cheerleading, and Dance teams, Football, Softball, Baseball, and Scholastic Bowl.

a. 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.

We follow the JSD#117 Decision Making Guidelines for the RTI process in order to address the academic and behavioral needs of students in the classroom. This process includes the teacher, administrator, and parent working to develop a plan to address the needs of the student with interventions that can be progress monitored over a 6-9 week period. This process may be the entry point for enhanced interventions, up to or including testing for special education or Section 504 eligibility.

Those students scoring below grade level in reading may also be eligible for services from the Title I teachers. Placement in Title I reading classes is determined by performance on the universal assessment (iReady test, given three times annually) and on the Qualitative Reading Inventory (QRI). Teacher recommendations and evaluations are also considered at a quarterly Title meeting with general education teachers, Title teachers, and administration present. Those students placed in a reading intervention class will receive intensive instruction. Reading intervention classes use Literably, Pioneer Valley Books, as well as additional intervention materials to best support the needs of the students. The goal of reading intervention classes is to accelerate student growth in the area of reading and to close the gap between student performance and expected levels.

Interventions other than those implemented in the general education classroom may also include the following: RENEW (Rehabilitation for Empowerment, Natural Supports, Education, and Work) process, and more frequent sessions with the school counselor or social worker. SEL lessons are run by the school counselors. Students struggling with grades meet with a counselor before school and during lunch, where they address study skills and social-emotional skills and also provide time for students to work on assigned

work. The objective is to assist students in stabilizing their grades and to provide them with the skills to maintain the grades. RENEW is a wraparound program described in #5 below and designed to support students both academically and in terms of social-emotional health.

Administrators and counselors also identify by the end of the first quarter the students whose midterm and T1 grades indicate they are not finding success. These students are monitored and counseled by an assigned administrator or counselor through the school year. We use this time to identify strategies or interventions that would best support the student.

Another intervention available to struggling students is provided by Illinois College students. These students are matched with JMS students and meet with them during advisory time once or twice each week to work on reading or math skills or homework. The availability of this intervention, however, is dependent upon the ability of Illinois College students to adjust their schedules in order to meet with JMS students. Illinois College students are also available for tutoring after school on Tuesdays and Thursdays.

This year, JMS worked directly with the Boys and Girls Club to build an afterschool program that supports struggling students. We first identified students that needed additional academic support for the program.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

At JMS we are fortunate to have two full-time school counselors who are instrumental in helping to meet students' needs, particularly regarding mental health and social-emotional skills. While much of their work is with students in acute situations of varying degrees of crisis, their work with small groups of identified students through our school-wide needs assessment (described in #4 above) and the RENEW process provides important support for students, particularly those with behavioral and/or social-emotional challenges. RENEW is an individualized, wraparound process in which students work with the counselor to identify a support team and to work on strategies to transition from middle school to high school and on to independent adult life.

While RENEW is considered a Tier Three intervention, the Social Academic Instructional Groups (SAIG) led by the counselors provide Tier Two support for students with social-emotional challenges. Students meet in small groups with a school counselor once a week to work on specific pro-social skills.

The school counselors also lead periodic suicide and self-harm prevention awareness activities. These relatively low-key activities are designed to make students aware of resources available to those who might be considering suicide or self-harm or who are friends of those who are. The school counselor enhances student awareness of signs of students who are struggling with these thoughts and makes students aware of what they can do to help.

Our counselors have also started to work with students that request transition plans. We're trying to offer them the most support possible during their transitional phase.

A full-time school social worker is on staff at Jacksonville Middle School. The staff member's primary caseload includes students with IEPs, but she also sees other students as needed or if specified in Section 504 plans.

In addition, some students at JMS receive counseling services during the school day from outside agencies. Students and the outside counselor are provided with a private place in which to meet. When possible, these meetings are arranged during times when students are not missing academic work. These organizations include but are not limited to Memorial Behavioral Health, Midwest Youth Services, DCFS, CARES, SASS, and CASS County Mental Health.

While not direct counseling services, the school counselors host the district's 5th grade classrooms each spring to discuss JMS classes, programs, and expectations. This helps to calm some of the anxieties of the students as they prepare to transition to middle school. In addition, an orientation night for 5th grade parents is held each spring so students and their parents can visit the school and receive information about the school. This is also designed to help alleviate anxiety for both students and parents. Sixth graders in self-contained cross-categorical and emotional disability elementary classrooms are invited to visit

Jacksonville Middle School to meet staff, see their classroom for the next year, and meet key staff members.

In terms of transitioning to high school from JMS, each spring students in our cross-categorical, self-contained classrooms visit Jacksonville High School to tour the building, meet staff members, and see their classrooms for the following year. Again, this simple activity is very effective in calming anxieties in our 8th grade students.

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).

All eighth grade students participate each year in a morning-long "Reality Day." This activity features a session on college admission and attendance presented by personnel from Illinois College, a session of career exploration utilizing Career Cruising, and a simulation in budgeting and bill paying presented by staff from the University of Illinois Cooperative Extension Service. Parents and community members assist with the program, which receives positive reviews from students and volunteers each year.

As previously mentioned, students who are at or above grade-level in mathematics at Jacksonville Middle School have the opportunity to take a sequence of courses that includes Accelerated Math and Honors Algebra. Successful completion of these courses prepares students for Honors Geometry as a 9th grader at Jacksonville High School, leading into the sequence that concludes with AP Calculus. It is possible for students in Algebra I at JMS also to enter the JHS sequence leading to AP Calculus.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

A schoolwide tiered program called Crimson PRIDE and based on PBIS principles utilizes data to identify behavioral and academic concerns of the school. Currently these are tardies, missing assigned work, grades, and discipline referrals. A leveling system with four levels provides a framework for privileges based on students' data for tardies, missing work, and referrals. Data is collected following each midterm/report card, in intervals of 4-5 weeks. This data is also used to recommend students for interventions such as Check In/Check Out and SAIG groups.

The Decision Making Guidelines process described previously can be used to address behavioral concerns with students as well. In addition, some staff members are trained to conduct Brief Functional Behavioral Analysis and to implement behavior plans for students when necessary.

At JMS, we keep data from students' Attendance, Behaviors, and Course Work (F's) in order to determine supports that would best suit each student. This also works as a system of checks and balances to ensure we're always striving to improve our overall support for students. The information collected from these ABC's has helped drive initiatives for the 23-24 school year to be implemented to continue to address the needs of our students.

Many students with Individual Education Plans also have Behavior Intervention Plans incorporated into their IEPs with a variety of interventions to address their individual behavioral challenges.

An alternative to out of school suspension is available to students in grades K-8. Crossroads Learning Center. This program provides a therapeutic opportunity for students through the services of an on-site social worker and staff who build rapport and continue to maintain relationships with students after they return to their home school at the conclusion of suspension. CLC is also utilized as an alternative to expulsion for students in grades K-8.

The Jacksonville Middle School Student Services Office, composed of counselors, social worker, psychologist, and administration meet daily to assess the greatest needs of the students and create a plan for how best to assist and support the student to be successful in school.

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.

At the district level, 2-3 days of training are provided to all teachers new to the district to make them familiar with district protocols. A mentoring program pairs new teachers with experienced staff and potentially impacts instruction as well as retention of teachers.

School District 117 administrative staff provide orientation and training to district paraprofessionals to enhance the delivery of services to students with IEPs and Section 504 plans. These online forms of professional development are offered through The Master Teacher Online. The in-person trainings are offered through our local ROE and district special education administration.

School Improvement Days are built into the district calendar, providing release time for teachers and staff nearly once per month for the purpose of working on School Improvement initiatives and data analysis.

Teachers are encouraged to attend professional development and supported to do so by administration. Many of our staff took part in "RTI at Work" training that helped expose many of them to the different supports/opportunities offered to students to help them be successful. This training also focused on best teaching practices and improving communication between teachers to help best meet the needs of struggling students.

Necessary staff also take part in CPI and Ukeru training every year.

Teachers of the self-contained Emotional Disabilities classrooms meet and collaborate with a BCBA trainer and building and district administrators to develop an enhanced structure for these classrooms in order to better support the students in these rooms.

The JMS Guided Coalition meets to discuss what areas of professional development are needed. The JMS MTSS Team meets 1-2 times per month to establish norms for Crimson Time and is currently working on improving our Teacher Team meetings in order to better follow the Decision Making Guidelines.

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

None