

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:	South Elementary School		
RCDT:			
Principal:	Braxton Stewart (Dan Scott incoming)		
Address:	1700 S. West St.		
City, ZIP code:	Jacksonville, IL 62650		
Telephone:	217-245-5514		
Email address:	bstewart3@jsd117.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2024-2025		Y	

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
Braxton Stewart	Principal
Anita Hayes	Dean of Students
Emily Hudson	Title 1 Reading Teacher
Audra Nelson	Primary Teacher
Dana Fricke	Intermediate 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. Special Education (Resource)
2. Title 1
3. ELL Students
- 4.
- 5.

3. Conduct a comprehensive needs assessment of the entire school:
- a. Include a copy of the document used to conduct the assessment.

Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

Needs Assessments:

- South School Family Survey (May 2025)
- Teacher Feedback 2024-2025 (May 2025)
- 5Essentials Survey

Needs Assessments

South Teacher Feedback 2024-2025 Survey ([responses linked](#))

5Essentials Survey report URL:

- <file:///H:/5E%20%E2%80%94%20Full%20Report%20%E2%80%94%20South%20Jacksonville%20Elem%20School%20%E2%80%94%202024.pdf>

The South Parent Teacher Organization (PTO) held monthly meetings throughout the 2024-2025 school year.

Academic Data

Data shared in Title 1 Crate: see South ELA Benchmarking Data 24-25 and South Math Benchmarking Data 24-25

Enrollment Information

290 students

Low-income: 51 percent

Demographics

- 80.3 percent white
- 10.7 percent two or more
- 4.2 percent Hispanic
- 4.5 percent black

With IEPs: 14 percent

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Pacific Islander (%)	Two or More Races (%)
2023	80.3	4.2	4.9	0	0	0	10
2022	84.2	5	4	1	0	0	6
2021	85.2	4.5	0	0	0	0	6.2
2020	81.3	4.3	4.6	1.8	0	0	8
2019	80.9	4.1	5.1	1.6	0.3	0	8
2018	84.5	4.6	2.7	0.9	0	0	7.3

Based on the data provided, the following plan has been developed to improve achievement among students at South Elementary.

2025-2026:

Meaningful Use of Data:

Reading: Using three data points (BOY, MOY, EOY): iReady percentiles will be tracked and triangulated with Literably scores and progress in/toward grade-level Priority Learning Standards (PLSs).

Math: Using three data points (BOY, MOY, EOY): iReady percentiles will be tracked along with progress in/toward grade-level PLSs.

Data for each content area– ELA and Math– will be collected on grade-level PLSs tracking sheets for each class. iReady percentiles will be used in reference to individual student progress in/toward PLSs to determine student preparedness in grade-level standards. This data will be discussed during monthly SpEd and Title

teacher team meetings, as well as in MTSS meetings to determine potential tier 2/3 supports for individual students, as needed.

Specialists will be used as math interventionists to help bolster school-wide math facts fluency, which is an identified area of weakness in the school through analysis of the data.

Collaboration:

Monthly Title Meeting and Monthly Special Services Meeting: Opportunity to discuss progress of both individual students and whole class support.

Peer Pop-Ins: Per Google Survey and Reflective Tool (categories: this is what I'm looking for, this is what I saw, this is how I may implement), teachers will have the opportunity to visit another classroom. The purpose of this exercise is to gain professional knowledge in order to be reflective of *one's own* practice.

Roundtables: Optional monthly gatherings centered around one topic (i.e., Science of Reading refresher, Edutainment/Prodigy)

Common Plan Time: Same grade-level teachers have the same planning period in order to collaborate on lesson planning in relation to Priority Learning Standards.

Professional Development:

Monthly roundtable focused on Hattie's research and effect sizes.

Monthly SIP days– building-led and district-led, depending on the month. During building-led days, school needs will be determined in order to discuss appropriate topics– using our EL staff to present on ELL programming for all staff, for example. SIP days will also be used to perform regular reviews of grade-level data– focusing on progress in the grade-level priority learning standards as teachers track them.

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.

South Elementary provides a standards aligned curriculum to all students. The teachers utilize differentiation and a multi-tiered approach to classroom instruction. As a district, we have implemented an MTSS/RtI process carried out through our Decision Making Guidelines. Through this multi-tiered approach to student support, the team reviews data and offers intervention and progress monitoring options to the teacher. A master building schedule includes; 90 minutes of ELA, 60 minutes of Math, 30 minutes of Social Studies and Science, 30 minutes of RtI time, 15 minutes of SEL, and 25 minutes of PE daily. It also includes 25 minutes a week of Music, Library, Art, and Computer instruction. The master schedule staggers reading and math instruction from grade level to grade level. This allows our students who need additional supports to receive that extra instructional time outside of the core instruction in the classroom, essentially allowing for a “double dip” of instruction.

We currently have two Title I Reading interventionists, two Special Education Resource teachers, a shared ELL teacher, one full time Speech Pathologist, and a part time Social Worker for students. We also have a full-time dean of students and a shared school psychologist.

Students are offered opportunities to compete in a regional Geography Bowl.

Each grade level has access to a classroom cart of Chromebooks, in addition to iPads and Promethean Boards. Grade levels are partnered to ensure technology instruction reaches all grade levels.

Teachers meet with the Title teacher on a bi-weekly basis to plan instruction and discuss student progress. Grade levels partner together in order to group students accordingly. There are also monthly meetings with the SpEd resource teachers.

Tracking all students in reference to district PLSs— all grade levels/teachers utilize this shared document for each student—allows us to easily identify students who are at risk of falling below grade level. Using this data in conjunction with iReady and Literably data gives us multiple data points to consider, ensuring that we do not base decisions on one point of data.

This year, we moved to a more inclusionary model for 3-5 resource students so that they have more opportunity to be exposed to grade-level priority learning standards— not being pulled out during this time. We plan to extend this model to the K-2 level for this upcoming school year.

Additionally, as a result of the review of academic data, specials teachers will be used to support students in developing fact fluency for math.

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.

Our South School Social Worker sees students in small groups or one-on-one as depicted by special education/504 needs. There are also times of the year that we ask her to push in and do classroom lessons for the entire school. Additionally, she sees students referred through the MTSS process as she is able— she frequently hosts lunch groups for these students. Our school psychologist also supports the SSW in these lunch groups and makes herself available to see at-risk students when appropriate.

South Elementary is fortunate to collaborate with US Bank and the Jacksonville Rotary Club as business partners. US Bank sponsors our monthly character education awards. Each month we focus on a different aspect of character education including friendship, effort, positive attitude, sportsmanship, attendance, and respectful and responsible behavior. We have a monthly assembly to recognize students from each classroom. Our Rotarians volunteer their time to come into the classrooms to mentor individual and groups of students. They commit to visiting their groups at least one time per week.

Additionally, some of our staff has attended the Ron Clark Academy in Atlanta two years in a row, with us increasing the number of staff going this second year. In an attempt to address behavioral/climate needs, we are implementing and expanding the House System in our upper elementary grades— this expanded to 4th grade this year and will be extended into 3rd grade this upcoming year.

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).

To raise awareness of postsecondary education and workforce opportunities for our students, South Elementary utilizes fieldtrips to provide experiences to our students. Teachers frequently have parents come in and give presentations to students about their careers. Our Rotarian volunteers also provide students with postsecondary experiences. We are fortunate to have the University of Illinois Extension office provide lessons on agriculture and nutrition to our students through "Ag-cited" and "Organ Wise." Through a partnership with Hadden Farms, fourth-grade students experience monthly "Ag in the Classroom" activities which culminate with a local field trip to Hadden Farms.

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.).

Over the course of the year, South Elementary educated students on behavioral expectations beginning with a specially targeted Procedures Day in August. Emphasizing the refrain of “Be respectful, be responsible, be safe,” students were routinely reminded of behavioral expectations over the course of the school year. Our school mission statement—*We are South Elementary School, a community of learners committed to building a foundation of academic and social excellence*—was recited each school morning. Behavioral expectations, reminders, and positive shout-outs were also delivered via daily morning announcements. Four major quarterly rewards were offered to students on level. BLUE Tickets were handed to students “caught” being respectful, responsible, and/or safe, and quarterly drawings for prizes were conducted in the cafeteria.

Monthly themes helped shape behavioral focus. For example, in the month of March, each classroom teacher selected one student to be recognized as a “Be A Problem Solver” award recipient. Each month’s winners were publicly recognized and awarded at an all-school assembly.

The district’s provision of a full-time Dean of Students greatly helps in addressing issues with behavior. The Dean spent time building relationships with the students and staff. As able, she observed in classrooms and provided feedback to teachers regarding student behavior during lessons. She also led an intervention group with students and served as the point person for the majority of students on behavior interventions.

South Elementary utilizes the MTSS process set forth by the school district. Through this multi-tiered approach to student support, the team reviews data and offers intervention and progress monitoring options to the teacher.

The district has also created an alternative learning environment for students with behavioral issues in lieu of suspensions. Crossroads Learning Center provides students with both academic and social supports to increase school success.

Along with all the above activities and supports, South also participates in Early Childhood Transition IEP meetings and invites the middle school to IEP/504 meetings for our exiting fifth graders. Additionally, we will be entering our second year of implementing the House System started and espoused by the Ron Clark Academy in Atlanta, Georgia. We will be expanding this program from 5th grade to 4th grade, and we doubled the number of staff who attended the multi-day professional development opportunity this school year with plans to continue attending in the coming years.

BEHAVIOR REPORT

2024-2025

466 Total Referrals

107 major referrals

359 minor referrals

2023-2024

413 Total Referrals

184 Major Referrals (109 1st semester, 75 2nd semester)

229 (99 1st semester, 130 2nd semester)

2022-2023:

347 Total Referrals

2021-2022:

293 Total Referrals

100 Major Referrals (Pink Tickets)

193 Minor Referrals (Yellow Tickets)

2020-2021:

101 Total Referrals

21 Major Referrals (Pink Tickets)

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, professional development opportunities provided to teachers this past year were largely focused on prioritizing ELA and Math standards and the accompanying district-generated EOY assessments. Common end-of-year tests were also edited and proctored for the third year in a row. At South School, in addition to monthly Team Meetings, true to our school goals, South teachers participated in SEL "Second Step" PD. We also focused on our newly-selected ELA curriculum, Magnetic Reading, during our last two district SIP days for the year. There is also the additional opportunity present to all certified staff to attend RTI at Work professional development training during the summer at our Central Office.

Biweekly meetings among reg ed and Title 1 / SpEd teachers were held to support targeted instruction for struggling readers as well as provide literacy support across the classroom. Teachers new to the district are offered two days of New Teacher training before teacher institute and provided a mentor. Individual teachers participated in sundry PD opportunities.

The principal, dean of students, and both 4th and 5th grade teachers all also attended professional development at the Ron Clark Academy in Atlanta, Georgia focused on high-quality instructional practices and how to create and maintain a climate and culture of high expectations for all students.

In addition to continuing these past practices, we leveraged building expertise for professional development opportunities for staff. For example, we had ELL staff present of ELL programming and our speech pathologist and social worker present on trauma-informed practices.

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

Jacksonville, Illinois has a variety of preschool programs in the area that help families prepare their students for the transition to Kindergarten. The Early Years Program is affiliated with Jacksonville School District #117, and serves many students who will attend South Elementary. This May, we were delighted to again offer an in-person Kindergarten Preview Night to "rising" kindergarten students and their families. In August, the school plans a Meet the Teacher Night which gives families the opportunity to meet their teacher and drop off school supplies.

Throughout the school year, representatives from South School participated in the collaborative Pre-K/K meeting sponsored by the Early Years Program at Central Office.

South Elementary also provides information to families via the school website and Facebook page.

Additionally, we host incoming South pre-K student visits in the month of May. This differs from the kindergarten preview night, which students attend with their parents in the evening. During student visits, the pre-k students who will attend South for kindergarten come with Early Years staff members to visit a kindergarten classroom to gain some exposure to kindergarten routines. They participate in some activities alongside our current kindergarten students and get to tour the building.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.