

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:	Washington Elementary		
RCDT:	010691170220000		
Principal:	Mary Camerer		
Address:	524 S. Kosciusko Street		
City, ZIP code:	Jacksonville, IL 62650		
Telephone:	217-243-6711		
Email address:	mcamerer@jsd117.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2025-26			

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
Mary Camerer	Principal
Tracy Thrasher	Dean of Students
Jenn Nebel, Kaylie Lashmett	Kindergarten Teachers
Emily Maul, Linda Hansell	1 st Grade Teachers
Cathy Tobin, Chrissie Todd	2 nd Grade Teachers
Jerika White, Samantha Tallman	3 rd Grade Teachers
Karmen Birdsell, Regina Lowe	4 th Grade Teachers
Anna Chumley, Mallory Beddingfield	5 th Grade Teacher
Jacob Massey, Molly Schmidt, Madison McClenning	Special Ed. Teachers
Heather Smith, Emilee Secrist	Title I Teachers
Abby Cathers, Kelsey Mierzwa	School Psychologist, School Social Worker
Sarah Bruce	EL Teacher
Jessica Howard	Parent

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. Special Education
2. Title I Services
3. EL Services
- 4.

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

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

1. Washington Family Survey (April 2025)
2. 5 Essentials Survey (See Title Crate)

Question 1: My family feels welcome at Washington.

% Strongly Agree	88%
% Agree	10%
% Disagree	1%
% Strongly Disagree	0%
% Not Sure	1%

Question 2: I feel that my child is prepared for the next grade level at the end of the year.

% Strongly Agree:	62%
% Agree	34%
% Disagree	2%
% Strongly Disagree	0%
% Not Sure	2%

Question 3: The school work at my child's school is challenging.

% Strongly Agree:	36%
% Agree	62%
% Disagree	1%
% Strongly Disagree	0%
% Not Sure	1%

Question 4: The report cards and standardized testing results are easy to understand.

% Strongly Agree:	42%
% Agree	55%
% Disagree	2%
% Strongly Disagree	0%
% Not Sure	1%

Question 5: The teachers are available if my child needs help.

% Strongly Agree:	62%
% Agree	34%
% Disagree	2%
% Strongly Disagree	0%
% Not Sure	2%

Question 6: My child likes coming to school.

% Strongly Agree:	61%
% Agree	37%
% Disagree	1%
% Strongly Disagree	0%
% Not Sure	1%

Question 7: My child feels safe at school.

% Strongly Agree:	53%
% Agree	47%
% Disagree	0%
% Strongly Disagree	0%
% Not Sure	0%

Question 8: My child has gained social-emotional skills this year.

% Strongly Agree:	52%
% Agree	45%
% Disagree	0%
% Strongly Disagree	0%
% Not Sure	3%

Question 9: My child has access to support services if needed

% Strongly Agree:	39%
% Agree	56%
% Disagree	0%
% Strongly Disagree	0%
% Not Sure	5%

Question 10: My child has access to technology.

% Strongly Agree:	39%
% Agree	57%
% Disagree	1%
% Strongly Disagree	0%
% Not Sure	3%

Total Responses: 167

% Strongly Agree	53%
% Agree	44%
% Disagree	1%
% Strongly Disagree	0%
% Not Sure	2%

2025-2026

Priority 1: Washington Elementary will improve Tier I instruction to raise student typical growth percentage as reported by the iReady Diagnostic results report for Math. Our buildings annual typical growth was 54% in 2024-25. Our students meeting typical growth in Math will increase from 54% to 80%.

Priority 2: Washington Elementary will improve Tier I instruction to raise student typical growth percentage as reported by the iReady Diagnostic results report for Reading. Our buildings annual typical growth was 68% in 2024-25. Our students meeting typical growth in Reading will increase from 68% to 80%.

Priority 3: Washington Elementary will improve Tier 1 behavior to increase the percentage of students meeting behavioral expectations as measured by the school-wide PBIS data, reducing office discipline referrals by 10% by the end of the 2025-26 school year. The total number of office referrals as of 2024-25 was 605. Reducing our number of referrals by 10% or 545 office referrals and using Tier 1 behavior strategies will improve instruction.

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.

Washington Elementary School will implement the following reform strategies during the 2025-2026 school year to provide opportunities for all students to meet the Common Core Standards while educating the whole child.

Washington Teachers have common planning times as a grade level and analyze data from student assessments to determine what interventions to put in place if needed.

The reform strategies begin with Tier One. Our District Priority Standards guide our Tier One Instruction. We will use Magnetic Reading and Handwriting without Tears for reading and writing in order to teach these standards. Benchmark assessments will be given to all students three times a year. Washington Elementary school will use the iReady assessment for all grades K-5th students. The iReady Assessment has progress monitoring tools built-in and students will use the iReady reinforcements to assist students in practice in both Reading and Math for at least 10 minutes daily. Literably Assessments will be given to all students K-5th grades. Formative assessments will also be given by classroom teachers between benchmark assessment windows to progress monitor and provide the classroom teachers with data on student progression. Data will periodically be reviewed to determine if any additional students need to be added to Tier Two instruction before the next benchmark assessment window using the District 117 Decision Making Guidelines.

Tier Two Instruction will be provided by classroom teachers at Washington Elementary School for students who are not meeting Common Core Standards, based on data from benchmark assessments and/or common formative assessments. Classroom and Title One teachers will provide research-based interventions and will progress monitor these students between benchmark assessments in order to monitor student progress and ensure fidelity of the interventions. After progress monitoring and benchmark assessment windows, data will be reviewed to determine which students need to continue receiving Tier Two instruction using the District Decision Making Guidelines.

Tier Three Instruction will be provided by the Title One teachers to students who are most at risk of not meeting Common Core Standards based on data from benchmark assessments and/or formative assessments and the District 117 Decision Making Guidelines. Students who receive Tier Three instruction will also be receiving Tier Two instruction in the classroom during RTI time. Tier Three interventions will be research based and the most intense. Intervention groups will meet daily. The groups will vary in size (1-3 students) and duration depending on the needs of the students. Data will be reviewed to determine when a student will discontinue Tier Three Instruction based on progress monitoring and/or formative and benchmark assessments according to the District 117 Decision Making Guidelines.

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 are provided 5 days a week at Washington. The social worker sees students with IEP's (Individualized Education Plans) social work minutes as the first priority. The social worker sees students in small groups or one-on-one depending on the need. She will push in to classrooms when needed to address classroom social work needs. The school social worker saw approximately 37 students (IEP and non-IEP) on a weekly basis during the 2024-25 school year. The data collected from the MTSS Process shows that social work services will remain the same if not grow slightly for next year. We use SASS/CARES/Mobile Crisis Unit at Washington when a student threatens harm to themselves or others. The SASS worker may offer services for 3 months after the initial contact, if needed. SASS and CARES calls are frequently made. In the 2024-25 school year, 18 risk assessments were made and 8 CARES calls were made. Parent contacts were made frequently as follow-up and students were reported to be receiving services outside of the school. The school psychologist also supports the SSW and makes her self available to see at risk students when needed.

MTSS Intervention supports are implemented for students who have been referred for academic or behavioral needs. Data is collected regarding the effectiveness of the intervention supports for the students. The interventions and results are planned and reviewed in a team format between the school staff and the student's parent. Typically, the interventions are implemented by the classroom teacher and the Title I Teacher. Washington has 3 fulltime Special Needs Teachers (2 Learning Disability Teachers and 1 Emotionally Disability Classroom Teacher). In addition, Washington had 10 Special Needs Paraprofessionals. We have a Speech Therapist that services Washington Students 4 days a week. In addition, we use outside services to assist our students when inside resources are not meeting their needs. We use SAS, the CARES Hotline, and the Mobile Crisis Unit to assist students in crisis.

In addition, we have Crossroads Learning Center which is an alternative setting that can be utilized for students who meet the three school-day suspension threshold. By using CLC, it allows students to continue to receive educational services and are 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).

Washington Elementary School provides opportunities for each teacher to invite community leaders in various occupations to come to their class and do presentations on their occupations. We invite a mixture of occupations where some employees have a college education and some have trade school experience. The occupations include doctors, attorneys, firemen, policemen, nurses, farmers, mail carriers, dentists, engineers, electricians, construction workers and many more. The students have questions prepared for the visitors prior to their arrival.

We also have field trips to places like the Children's Museum in Springfield where students have the opportunity to play roles in a career. The University of Illinois Extension Office provides AG in the classroom for all 4th grade students in the district where students get to learn about agriculture and all of the aspects surrounding it. This monthly program culminates with a field trip at the end of the year where students can get hands-on experience. The younger grades use the U of Illinois Extension Office to provide a program called "Where Food Comes From."

Years ago, we had a job shadowing program where our intermediate grades would get to go out into the community and shadow bank, newspaper and hospital personnel, just a few of the employers in our town. It would be beneficial to bring this opportunity back for students.

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.).

At Washington Elementary School we use an MTSS Team that consists of the principal, who coordinates and leads the meetings, sends out invitations and assures that the proper documentation occurs. The classroom teacher, a special education teacher along with the speech teacher if needed, the school social worker and psychologist attend these meetings. Parents are also invited and made aware of their student's progress.

In our district we have tried to streamline our MTSS System. We have a Data-Based Functional Assessment Problem Solving system, which is a universal process used to determine why a student or group of students are not responding to instruction or are struggling behaviorally. In the problem-solving process, we examine individual student data, as well as, whole classroom data to determine if it is a system issue or an individual student comprehension issue.

During the MTSS Process, we define the learning issue to determine why a student is not making academic or behavioral progress. Secondly, we develop and implement an intervention plan that includes specific goals, interventions, evaluation strategies and decision criteria after analyzing data to determine if the problem has been resolved or if the student is responding to the interventions. If not, we make adjustments to instruction and the interventions.

Washington has a code of conduct booklet that is written in kid-friendly terms. Students are given a copy of this booklet and one is sent home to parents. Expectations and procedures for a successful and positive educational experience are presented in the Code of Conduct as well as the student handbook that all parents receive. At the beginning of the year, teachers go over the Code of Conduct for all areas of the building then walk the students around the building to better explain the expectations.

We also have character traits of the month that we focus on each month. Teachers pick a student who successfully displays the character trait and that student gets an award at the end of the month. All teachers use Second Steps for ten minutes a day to provide Social Emotional Learning for all students. Teachers use the strategies daily to learn to identify and manage their emotions.

The use of the school social worker and psychologist is also helpful at times to make sure that the student receives additional services at the time of need. The social worker and psychologists will meet with students in small groups and individually if needed.

We use conflict resolution, check-in check-out, rewards and incentives. We also use discipline when needed such as detentions, in-school suspensions, out of school suspensions, and Crossroads Learning Center. Some staff members at Washington are Crisis Prevention Institute CPI trained and certified, as well as, Ukeru trained to assist students with non-violent crisis interventions and de-escalation techniques.

In addition, Washington also participates in Early Childhood Transition IEP meetings and invites the middle school to IEP/504 meetings for exiting fifth graders. In addition, the Pre-K students visit our Kindergarten Classrooms and our 5th grade students go to the middle school for a visit at the end of the year.

Washington Elementary School has set a goal to offer the highest quality professional development training. After studying student data, the planning committee identified the following areas for professional development.

- PD's focusing on:
 - RTI at Work – August 7, 2024 – 8:30 – 3:00 p.m.
 - Trauma Training aligned with the Ukeru Training Philosophy
 - 25-26 Global PD's online that focus on the areas that the team has identified.

Data collection and analysis is a continuous process at Washington Elementary School. All staff share in the responsibility for making, implementing and supporting the changes needed to reach high academic standards. Student achievement in literacy is measured three times during the year using the iReady Assessment and Literably school-wide. Assessment data is recorded on shared classroom data sheets. MTSS meetings will be held every 6-8 weeks to evaluate student progress. In addition, classroom teachers will meet as a grade to discuss and evaluate student progress towards meeting the priority standards.

Washington Elementary School provides a desirable atmosphere for highly qualified teachers. The staff is diverse in experience which benefits both staff and students. Jacksonville School District offers New Teacher Induction Training each year to help new teachers transition to our district.

Paraprofessionals and Secretaries are also provided trainings throughout the year that are specifically aligned with their job duties. Trainings are provided by Four Rivers Special Education, the Regional Office of Education, Jacksonville School District and Jacksonville School District Special Services Department.

At the district level, professional development opportunities provide teachers in the past with prioritizing ELA and Math standards and the district-generated EOY Assessments, as well as, training pertaining to the new ELA Magnetic Reading Series.

Paraprofessionals take professional development through Master Teacher and Public School Works to assist in feeling more confident in working with the individual needs of students.

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

Washington Elementary School works with the local preschools and parents to familiarize them with Washington and the transition from Pre-K to Kindergarten. Each year we have a Kindergarten Preview Night held in May. Kindergarten students and their parents get to tour the school, meet the teachers and learn what to expect when students come to Washington. We also have a Meet the Teacher Night/Open House prior to school starting where parents and students come and meet their teacher and bring their classroom supplies. Our district Kindergarten Teachers meet with our district pre-K teachers at least three times a year to discuss transitions, goals, standards, etc. Our district kindergarten teachers gather information to prepare for the upcoming year by meeting regularly. They have created a checklist of skills children should have as they enter kindergarten. The 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 we have 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 and what services may need to be provided.

As a district we have worked to broaden our communication with the daycares and preschools in our community. By doing this we are hoping to broaden the communication gap so that parents can learn more about the Kindergarten that their child will attend the upcoming year. In addition, as a district we have created a plan for pre-school and Kindergarten teachers to visit each other's classrooms and also bring Kindergarten students to visit the Kindergarten classroom at the end of the school year prior to pre-k students arriving. In addition, it is really beneficial for the pre-K parents to be able to meet and become more familiar with the Kindergarten teachers and principal. A strong relationship encourages trust and a partnership. The district administrators have discussed having supports in place for the first month of school to ease the students into the transition. Additional staff, subs, paras, social workers or psychologists could help students who struggle with environmental changes. We continue to teach Second Steps and provide other SEL supports, however, we feel that the more support, the better.

Parent communication is typically strong at Washington. The teachers use Class Dojo to communicate with parents, along with notes home, phone calls and face to face conversations when the parents come to pick up their students at the end of the day. The teachers use the student portfolio on class dojo to share student work and progress. Washington returned to our newly renovated building in 2023-24, where we hosted parent and community tours, open house/meet the teacher night, parent-teacher conferences and many activities where parents were welcomed into our building. In 2024-25, we will continue parent involvement activities.

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.