

2024-2025

New Berlin Elementary School

Schoolwide Plan

Section 1114, Every Student Succeeds Act

School Information

School Name:	New Berlin Elementary School
RCDT:	510840160262001
Address:	600 N. Cedar
City, State, Zip Code	New Berlin, IL 62670
Telephone	(217) 488-6054
Principal	Matt Jokisch
Email Address	mjokisch@pretzelpride.com

Planning Year	Poverty Rate at Board Approval	40% Waiver	Local BOE Approval
2023-2024	35%	Yes	05/16/2024

District Information

District Name	New Berlin CUSD 16
Superintendent	Mrs. Jill Larson
Telephone	(217) 488-2040
Email Address	jlarson@pretzelpride.com

Superintendent's Signature_____
Date

Schoolwide Plan Components

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

Name	Representation
Jill Larson	Superintendent
Shelley Haas	Interim Elementary Principal
Amanda Fleshman	Reading Interventionist
Micah Bashara	Reading Interventionist
Peyton Kirkpatrick	Social Worker
Renee Cooper	Teacher
Emily Sworobowicz	Parent
Liz Birch	Parent

2. If applicable, please indicate 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: N/A

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

a. Include a copy of the document used to conduct the needs assessment.

Local stakeholder meetings and surveys were also conducted over the course of the school year on topics including: reading professional development, training in how to utilize interventions, prioritizing enrichment activities, and more individualized support for those that need it. Survey data, sign-in sheets, agendas, and SIP evaluations on file with each building administrator. Specific to ELA programming and instruction, a literacy consultant will be utilized to provide teachers training reading research, whole and small group boot camp, and running records. The reading interventionist will provide teachers with curriculum support and provide professional development opportunities to strengthen best practices in the areas of literacy.

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;

The staff at New Berlin Elementary supports the development of the whole child from kindergarten to fifth grade. Priority is placed on guiding and developing self-awareness and self-management skills to achieve school and life success. Ongoing data is reviewed to shape, inform, and drive the instructional needs of all the students.

All students are taught the core curriculum lessons and in-class supports are used to reinforce further learning needs. The elementary master schedule has a dedicated intervention block of 30 minutes where all K-5 students are provided small group time where students work on individual learning goals that are based on formative and summative assessments. Instructional support is provided throughout the day with the most at-risk learners being provided services and supports that lead to instructional growth.

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

New Berlin Elementary School teachers use the Common Core State Standards to support grade level curriculum for ELA (Reading and Language Arts) and math. Within the New Berlin Elementary School MTSS Plan, teachers are provided with research-based instructional strategies to support instruction in the classroom. Below is a list of instructional methods used by our teaching staff.

- Systematic and explicit phonics instruction
- Shared Reading targeting comprehension support
- Small group reading instruction focusing on targeted skills
- Small group math instruction focusing of targeted skills
- Explicit writing instruction with modeling and support
- Title 1 reading intervention-push-in and push-out.
- Title 1 math intervention push-in support
- Use of technology to reinforce targeted skills
- SEL lessons with a social worker and classroom teacher.

Teachers look closely at data and collaborate with teachers, interventionists, and administrators to determine what specific deficits the students demonstrate in order to begin a classroom intervention. Below is a list of approved research-based classroom interventions classroom teachers will use to support the tier 1 academic curriculum as stated in the MTSS plan:

- i-Ready Tools for Instruction lessons targeting specific standards
- HMH Into Reading intervention resources
- SAVVAS myView intervention resources
- University of Florida Literacy Institute Foundations that align to the Common Core State Standards
- Florida Center for Reading Research Student Center Activities focusing on each Pillar of Reading
- Math interventions for 24-25 school year will be aligned to the new SAVAAS curriculum

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.

All students kindergarten through fifth grade participate in a school-wide screener three times a year to determine strengths and reading/math deficits. These universal assessments are administered and scored through a matrix in the fall, winter, and spring. Each student's scores are reviewed and used to develop tiers as determined through the district's MTSS process to further analyze and determine the learning plan needs of each student.

In addition to classroom support, students who have been identified as being at risk of not meeting the State academic standards may also participate in Literacy and Math Support. As an added intervention, trained staff members will work with small groups of K-5 students targeting specific areas of need. Plans for students identified needing pull-out Tier 2b support may include additional intervention services as follows:

- Small group targeted intervention 20-30 minutes daily outside of classroom Tier 1 material with a high qualified teacher
- Foundations Wilson Language Training Corporation
- i-Ready Tools for instruction lessons targeting specific standards
- Math interventions for 24-25 school year will be determined after receiving updated training in June for the new curriculum

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.

The goal of New Berlin Elementary is to provide a safe and positive learning environment for the students, teachers, and staff. Each grade level participates in classroom social-emotional learning during the school year. Classroom guidance series are age appropriate and universal lessons that every student experiences. Weekly, students participate in SEL lessons guided by the classroom teacher using the curriculum *Purposeful People*; these lessons are aligned to the Illinois Social Emotional Standards. In addition, students participate in classroom SEL daily during community time. By the time a student has completed K-5th grades at NBE, they will have met all age appropriate learning standards. In addition to each grade level series, the social worker and other school staff does one theme week per quarter during which every classroom will have an additional lesson related to the theme (1st Q- Expectation Stations (PBIS); 2nd Q-Red Ribbon Week; 3rd Q-Friendship Week; 4th Q-(Career Day). Finally, the social worker may also teach additional lessons throughout the year to address specific classroom needs. Additional classroom guidance topics often include: Personal Safety, Focus and Attention, Conflict Resolution, Character Education, Test Anxiety, Personal Space, Tattling, Emotion Regulation, and other lessons as requested by teachers.

The implementation of Positive Behavior Interventions and Supports (PBIS) System provides New Berlin Elementary with a Tier 1, schoolwide system that guides consistency in expected behaviors that result in students being safe and prepared to learn. As a part of the PBIS program, there is a school wide token economy system used to reinforce the positive behavior. The following are the MTSS Behavior Strategies and/or Interventions:

Tier 1 Behavior Strategies
Whole Class Visual schedule
Specific praise connected to desired behavior
Emotional check ins using zones of regulation or emotion elements
Explicit directions with modeling
Positive correction
Calm down corner (with and without sensory items for different student needs)
"If ____ /then ____" statements
"You wanted ____" Sentence stems connected to behavior
Line up spots, seat spots for designated appropriate areas
Teacher proximity
Controlled choice
Brain breaks/ frequent movement
Preferential seating
Specific classroom jobs that are specific to students' skills that contribute to classroom community
Brag tags

Tier 2A Behavior Interventions
Scheduled breaks associated with an individual student visual schedule
Rewards for asking for help
Token/collection chart with desired incentive
Teacher CICO at few designated times associated with behavior (transitions, beginning, middle and end of day, etc)
Any strategy listed in Tier 1 that is connected to the student's documented behavior
Brag tags

Tier 2B Behavior Interventions
Scheduled breaks associated with the visual schedule
<p><u>Meaningful work</u> opportunities for students to engage in non-academic activities to have an “accomplished and productive” feeling that is not related to academics or learning. This is pre-arranged with another adult in the building for the student to engage in a “community service type activity” that is their choice and aligns to their strengths. <i>ex) Wiping tables with custodian, cutting salty dough in the office, etc</i></p>
Token/collection chart with desired incentive more specific
Social worker or other adult CICO
Group and/or individual social group sessions with social worker
Any strategy listed in Tier 1 and Tier 2A that is connected to the student's documented behavior

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).

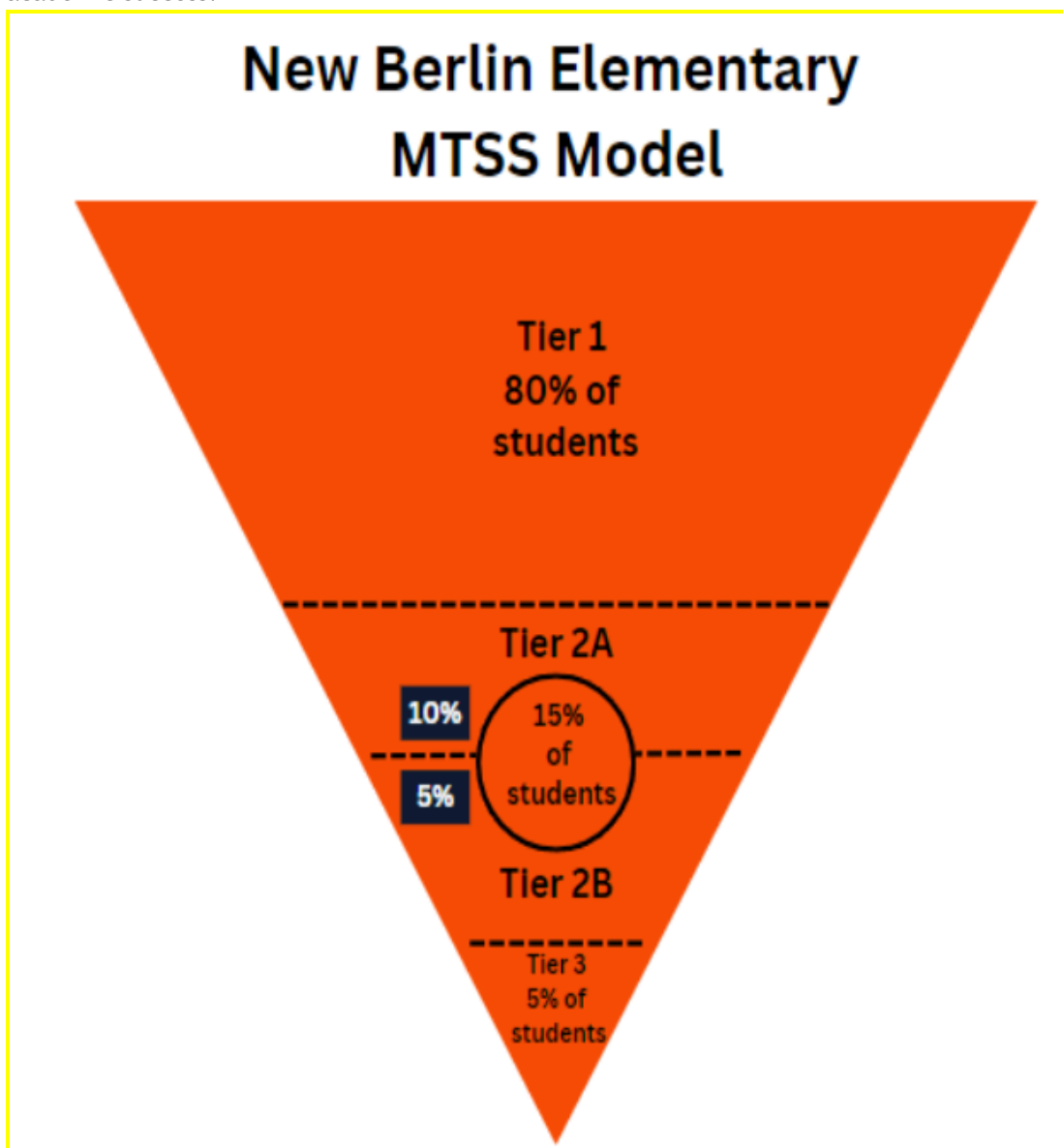
Not applicable. New Berlin concentrates all Title I funding and supports to our K-5 students only.

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.).

New Berlin Elementary School will continually monitor and improve upon their academic standards to ensure the high level of rigor for all of their robust programs. Through ongoing collaborative conversations, in-depth data review of systems will be used to identify the root cause of achievement and growth, evaluate the core curriculum as well as its secondary and tertiary supports for learners to address and increase. All staff will continue to receive systematic, explicit professional development to support staff in understanding how to teach the core curriculum and differentiate instruction for all students, time to collaborate, instructional coaching support and support for principals and their leadership teams. In addition, teams will work together to address and increase student achievement, behavioral practices and social emotional supports for all students. It is our hope students will gain support from each other, enhance their engagement and develop the foundations of societal preparedness.

New Berlin Elementary School uses a Multi-Tiered Systems of Support (MTSS) to prevent and respond to student behavior. Social-Emotional Learning Standards, Positive Behavior Interventions and Supports (PBIS) and restorative practices are components of the system. MTSS provides three tiers of intervention and problem solving processes for students both academically and behaviorally. The tiers provide a layered approach to intervening with additional evidenced based interventions and progress monitoring.

Tier I provides prevention and core curriculum/instruction for all students. Tier II (A&B) interventions are in place for those needing more opportunities and supports than provided to all students. Tier III is for those few students who are needing more intensive support in addition to receiving Tier I and Tier II (A&B). These systems utilize a proactive approach to establish support for all students in school to achieve social-emotional and academic success.



- 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.**

Through Professional Learning Communities and School Improvement Days, New Berlin Elementary School provides ongoing professional development and activities for teachers, paraprofessionals, and other school personnel to improve instruction and use data from academic assessments that align to the cycles outlined in the MTSS plan. Through the School Improvement Planning process, New Berlin Elementary has outlined three goals: 1.) Strengthen the school-wide social-emotional environment, 2.) Increase student growth and achievement in literacy, 3.) Increase student growth and achievement in numeracy.

The school improvement days (4 half day training and 10 - 2 ¼ hour early dismissals plus 4 TI days), as well as team time meetings, grade level meetings, and mentor training are all designed to guide the professional development of all teachers. The following outlines professional development topics/trainings that have been an area of focus for the 2024 - 25 school year:

- Universal Screener Implementation Trainings for i-Ready
- School-wide Savvas Literacy Implementation Check Year 4
- Year 3- with math consultant on math practices and extended response
- Monthly Grade Level meetings
- Weekly teacher collaboration
- KIDS training for Kindergarten teachers
- ELL: How to use the Can-Do Descriptors
- Common Core Standards: Prioritizing, Unwrapping, and Developing Learning Progressions
- SST Data Review Days
- Teachers Student Accountability/ Engagement/ and Discussions
- Data Analysis plan based on universal screeners and curriculum assessments
- Vertical alignment of Math and ELA Standards
- All Teachers End of Year Data Review and Celebrations
- Implementing and sustaining the system for multi-tiered system of supports
- Math fluency - Understanding, assessing, and practicing in the classroom
- Math Practices: C-R-A (Concrete - Representational - Abstract)
- Small group reading curriculum support
- Updated BEEP model for informal observations
- Conscious Discipline
- Technology Integration
- Improving consistent communication with parents

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

The following activities will be conducted in an effort to support the district's Early Childhood programs:

The PreK Parent Coordinator will network with other programs in the state to find resources for parents. (May or may not have due to grant funding)

During Kindergarten Orientation night, parents will receive a list of kindergarten readiness skills and suggestions about how parents can help prepare children for Kindergarten.

All incoming kindergarten students will be screened in order to balance classrooms and ensure the most appropriate classroom placement along with input if the student attends our Pre-K program.

For incoming kindergarten students, the staff will provide orientation opportunities for incoming kindergarten students. Pre-K students will visit Kindergarten classrooms in their building so they can better transition the following year.

ADOPTION

This School-Wide Title Plan has been developed jointly with, and agreed on with administrators, teachers, school staff, community members, and parent(s)/guardian(s) of children who attend the Title 1 school, as evidenced by

Name	Title
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This plan was adopted by the **New Berlin CUSD #16** on _____ and will be in effect for the period of the 2024 - 25 school year.