

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:	Eisenhower Elementary School		
RCDT:	46 -069 -1170 -22 -2001		
Principal:	Tim Chipman		
Address:	1901 W. Lafayette Avenue		
City, ZIP code:	Jacksonville, IL 62650		
Telephone:	217-245-5107		
Email address:	tchipman@jsd117.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2025-2026			

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
Tim Chipman	Principal
Alyson Karsgaard	Dean of Students
Emily Bumgarner	EL Teacher
Jill Alexander	Title 1 Reading Teacher
Melissa Bourne	Primary Teacher
Shanon Keller	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
2. Title 1
3. EL 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:

- Eisenhower School Family Survey (May 2025)*
- Eisenhower School Faculty/Staff Survey (May 2025)*

*Copies submitted via Title 1 Crate.

Needs Assessments

Based on the school’s End of Year Parent Survey (45 responding families), 84% of families Strongly Agree they feel welcome at Eisenhower School; 16% of families Agree they feel welcome at the school. When asked about their student(s) feeling prepared for the next grade level, 96% indicated they do feel their student(s) is prepared. When asked if the work at their student’s(s’) school is challenging, 89% agreed that work is appropriately challenging.

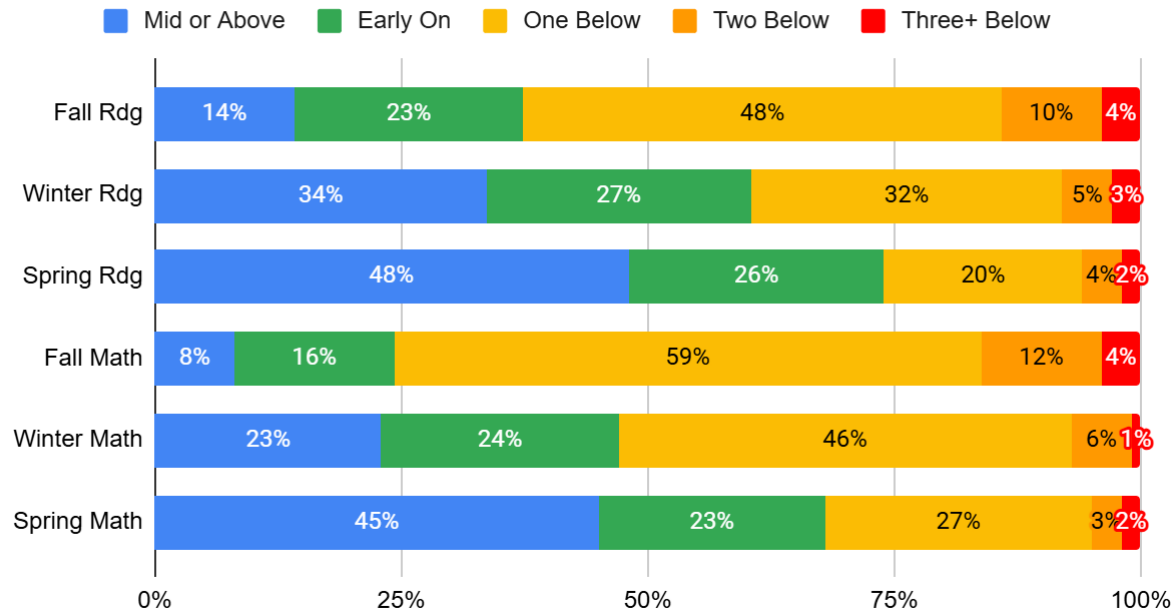
The Eisenhower Parent Teacher Advisory Council (PTAC) held quarterly meetings throughout the 2024-2025 school year.

Academic Data

Data shared in Title 1 Crate: see Eisenhower Benchmark Data 24/25

i-Ready Data:

Eisenhower Achievement Comparison



Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Pacific Islander (%)	Two or More Races (%)
2025	81.4	6.2	5.6	3.6	0	0	3.3
2024	83.3	6.2	4.6	n/a	n/a	n/a	3.3

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

2024-2025:

EISENHOWER SCHOOL GOALS 2024-2025

“CAST THE VISION”

STRENGTHENING THE ACADEMIC CORE (TIER 1)

- Weekly Teacher Team meetings (stated and built into schedule)
 - Common agenda
 - Common emphasis on Priority Learning Standards
 - Adoption of Magnetic ELA Curriculum
- Progress Monitoring and Collection to establish baseline
 - In Grades K-2: iReady (Reading and Math), Literably
 - In Grades 3-5: iReady (Reading and Math), Literably

STRENGTHENING THE SOCIAL/EMOTIONAL CORE (TIER 1)

- Common Expectations
- Common Language
- Common Data Collection

2025-2026:

EISENHOWER SCHOOL GOALS 2025-2026

“MAKE IT COUNT”

STRENGTHENING THE NUMERACY CORE (TIER 1)

- Assessment: Math proficiency in i-Ready in the mid-above range will increase from baseline EOY25 45% to EOY26 65%
 - Tier 1 Best Practices: e.g. student engagement, explaining rationale, classroom visit tools
 - Instruction: development of common math language, per Envision series
 - Professional Development: training from Envision representation

STRENGTHENING THE LITERACY CORE (TIER 1)

- Assessment: growth in ELA i-Ready scores from baseline EOY25 48% Mid-Above to EOY26 60% Mid-Above
- Tiered Reteaching: establish quarterly baseline of those students requiring reteaching (ie, Tier II)
 - Tier 1 Best Practices: e.g. student engagement, explaining rationale, classroom visit tools
 - Instruction: development of common ELA language, per Magnetic series
 - Professional Development: training from Magnetic representation

STRENGTHENING THE CULTURAL CORE (TIER 1)

- Attendance: reduction of number of 10+ tardy families from 27 to 22 (20%)
- Attendance: reduction of number of 4-9 tardy families from 7 to 5 (25%)
 - Family Engagement: introducing the Let Grow initiative
 - Communication: targeted family intervention, encouragement

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.

Eisenhower 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, 40 minutes of Writing, 60 minutes of Math, 30 minutes of Social Studies and Science, 20 minutes of RtI time, 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 one Title I Reading interventionist, two Special Education Resource teachers, a shared EL teacher, one and a half Speech Pathologists, and a part time Social Worker for students.

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

Each grade level has access to a classroom cart of Chromebooks. Grade levels are partnered to ensure technology instruction reaches all grade levels.

Teachers meet with school personnel, including the Principal, on a weekly basis. Grade levels partner together in order to group students accordingly.

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 Eisenhower School Social Worker sees students in small groups or one-on-one as depicted by special education/504 needs. This leaves little time for our SSW to see other (non-special education) students, though our SSW strives to do what she can. There are also times of the year that we ask her to push in and do classroom lessons for the entire school.

Eisenhower Elementary is fortunate to collaborate with the Jacksonville Pilot Club as business partner, which 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.

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, Eisenhower Elementary utilizes field trips to provide experiences to our students. Teachers frequently have parents come in and give presentations to students about their careers. 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, Eisenhower 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 motto 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.

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 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.

Eisenhower 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, Eisenhower also participates in Early Childhood Transition IEP meetings and invites the middle school to IEP/504 meetings for our exiting fifth graders.

BEHAVIOR REPORT

2024-2025:

Total Referrals 325

2023-2024:

Total Referrals 273

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 fourth year in a row. Eisenhower in particular, our Guiding Coalition (leadership team), concluded a yearlong book study of Susie Wise's *Design for Belonging*.

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 building principal, a National Board Certified Teacher, has completed participation in a learning cohort called the National Institute of School Leadership. The National Institute for School Leadership (NISL) is the leading provider of high-quality, research-based leadership development programs designed to give district and school leaders the critical knowledge and skills they need to be instructional leaders and improve student achievement in their schools. The principal has also served as an administrator mentor for fellow administrators through the Illinois Principals Association.

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 a number of students who will attend Eisenhower 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.

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

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.