

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:	North Jacksonville Elementary		
RCDT:	010691170222008		
Principal:	Bobbie Mills		
Address:	1626 State Hwy. 78		
City, ZIP code:	Jacksonville, IL 62650		
Telephone:	217-245-4084		
Email address:	bmills@jsd117.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
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
Bobbie Mills	Principal
Erica Helmich	Teacher
Grace Jackson	Teacher
Rebecca Bourn	Teacher
Carrie Decker	Teacher
Amy Pieper	Teacher
Rebecca Leahr	Teacher
Emily Schwalb	Teacher
Abby Parks	Teacher
Amanda Alred	Teacher
Sharon Donovan- Besterfeld	Teacher
Rex Williams	Teacher
Amanda Braley	Dean of Students

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:

Coordination and Integration of Federal, State, and local service programs

The Title services offered in the district are supplemental to any other instructional programs that are offered. These other programs are defined below in Board policy.

Education of Homeless Children

1. Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education.
2. A "homeless child" is defined as provided in the McKinney Homeless Assistance Act and State law.
3. The Superintendent shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation.
4. A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school.
The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.
5. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law.
6. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school.

7. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial.
8. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

Education of Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Migrant Education Program for Parent(s)/Guardian(s) Involvement

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program. Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Migrant Students

The Illinois Migrant Education Program (MEP) is responsible for the delivery of services to migrant students in the State. This Service Delivery Plan, which was developed collaboratively by a broad-based Service Delivery Plan (SDP) Committee, describes the scope of these services and provides details on the goals, objectives, activities, and systems for accountability that are aimed at raising the achievement of migrant students.

Legislative mandate

Section 1306(a)(1) of Title I, Part C of the No Child Left Behind Act of 2001 requires State Education Agencies (SEAs) and their local operating agencies to identify and address the special educational needs of migrant children in accordance with a comprehensive plan that:

Is integrated with other Federal programs, particularly those authorized by the Elementary and Secondary Education Act (ESEA);

Provides migrant children an opportunity to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;

Specifies measurable program goals and outcomes;

Encompasses the full range of services that are available to migrant children from appropriate local, State, and Federal educational programs;

Is the product of joint planning among administrators of local, State, and Federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and

Provides for the integration of services available under Part C with services provided by such other programs.

Section 200.83(b) of the regulations requires Illinois and other States to develop their comprehensive State Service Delivery Plan (SDP) in consultation with the State migrant education parent advisory council or, for SEAs that do not operate programs of one school year in duration (and are thus, not required to have such a council), with the parents of migrant children in a format and language that the parents understand. There are a number of components that are required by statute to be included in a State comprehensive SDP. These are:

1. *Performance Targets.* The plan must specify the performance targets that the State has adopted for all migrant children for: reading; mathematics; high school graduation/the number of school dropouts; school readiness (if adopted by the SEA); and any other performance target that the State has identified for migrant children. (34 CFR 200.83(a)(1).)
2. *Needs Assessment.* The plan must include identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(2).)
3. *Measurable Program Outcomes.* The plan must include the measurable outcomes that the Migrant Education Program (MEP) will produce statewide through specific educational or educationally-related services. (Section 1306(a)(1)(D) of the statute.) Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State's performance targets.
4. *Service Delivery.* The plan must describe the SEA's strategies for achieving the performance targets and measurable objectives described above. The State's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(3).)
5. *Evaluation.* The plan must describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. (34 CFR 200.83(a)(4).)

As a result of shifting demographics of the Illinois migrant student population, the length of time that has occurred since the previous CNA was conducted and the SDP was developed, and changes to guidance and best practices, Illinois updated its CNA in March 2010 and subsequently has updated the SDP with the information that is contained in this report.

Migrant Students within Jacksonville School District 117 (Board Policy)

The Superintendent will develop and implement a program to address the needs of migrant children in the

District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Migrant Education Program for Parent(s)/Guardian(s) Involvement

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.: No Child Left Behind Act of 2001, § 1301 etg., 20 U.S.C. §6391

34 C.F.R. §200.40 - 200.45.

105 ILCS 5/14B-6.

CROSS REF.: 6:170 (Title I Programs)

Jacksonville School District 117 realizes that this policy is mandatory for districts that receive Title I funds. The No Child Left Behind Act of 2001 amended the Elementary and Secondary Education Act and imposed additional requirements on state agencies that disperse funds for many Title I programs. Although most of the requirements are directed to state agencies, Jacksonville School District realizes that Title I funds should be utilized to design a program of instruction that would serve migrant children.

Title I Programs

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

State and Local Educational Agencies that coordinate with the Schoolwide Program

District 117 Utilizes the Family Network that Links Social Agencies together for the greatest success. A list of those agencies is listed on the preceding page and is utilized by staff members in district 117 to help all students and families find what they need to be successful.

3. Conduct a comprehensive needs assessment of the entire school:**Teacher Needs Assessment**

All certified staff were sent a Google form survey to their email and asked to respond to each of the areas below with the positives and improvements needed anonymously. Below are various responses that were given:

1. Arrival- I like having a morning meeting in the gym as a whole school. I think it is a great way to boost morale. Parents need to follow drop off procedures.
2. Breakfast- I like that breakfast is available for everyone. I think it would be beneficial to have a short training for the cafeteria staff related to procedures and behavior.
3. Lunch- I like that they get to socialize with others. Give out stickers on the spot and verbal praise. Golden spoon award for best behaved.
4. Master Schedule- Appreciated the changes made this year to the music/ art schedule. I like that the schedule was already made before the year started.
5. Dismissal- bus riders in the cafeteria is going well. We need to make sure parents understand that communication about transportation changes needs to go through the office. I like that bus kids are accounted for.
6. Reading Programs- phonics built in is a plus, text complexity is very high, need to reevaluate the spelling piece and need more grammar activities.
7. Math Programs- My students love the game day activities at the end of each chapter, I would like something to help improve math fact fluency in addition to EnVision
8. Family Nights- having 2 nights was good, parents need more opportunities to be in the building. Try to get guest readers like local high school athletes or honors groups.
9. Music Program- I love all the different things they do and experience.
10. Behavior Expectations- Increase the percentage for each reward period. I like the rewards and how they are a mix of things. It may be beneficial to have more clear guidelines on Tier 2 behavior interventions to prevent staff frustration
11. PBIS Rewards- We had great ideas and lots of fun this year. Maybe give a reward the following week so that there is more time to contact parents and nail down who is going (communication to parents) I liked the cart activities.
12. Professional Development- The Anxious Generation", ADHD or Autism
13. Title I Plan- I would like to see fifth grade have access more
14. Behavior Rewards/ Plans- more opportunities for buddy class/ mentoring activities, I think these were a great way to boost morale. Run the 1:30 schedule on reward days. More outdoor lunches.
15. Accelerated Reader- might want to change some of the incentives they earned. Maybe add a bi-weekly or monthly announcement in the morning about kids who reached a new AR point club.
16. Teacher Teams- I would prefer to have the same teacher team for the entire year. I'm getting better with knowing expectations
17. PST/ MTSS Meetings- I feel these meetings run very smoothly. I love knowing what to have ready for it and the goals for the meeting. Keep them timed, it helps stay on schedule.
18. Computer programs- My laptop dies very quickly. More online math support for students.
19. Communication- Weekly email is good. Also having access to the monthly calendar is good. Loving the GroupMe app discussion for the staff.
20. Staff Meetings- they run smoothly, and I always find them helpful. I like the agenda and the re-cap in email.

Parent Needs Assessment

All parents were sent home a survey to fill out and return by the due date. Parents were able to mark Strongly Agree,

Agree, Neutral, Disagree, Strongly disagree, or I am not sure as their options. 44 surveys were returned. Below are the percentile totals of that survey.

1. My family feels welcome at North Elementary School.
81.8% marked strongly agree /agree, 13.6% neutral, and 4.6% disagree/ strongly disagree.
2. At the end of the school year, I feel that my child is prepared for the next grade level.
86.3% marked strongly agree/ agree, 6.8% neutral, and 6.8% disagree.
3. The work at my child's school is challenging.
63.6% marked strongly agree/ agree, 27.3% neutral, and 9.1% disagree/ strongly disagree.
4. The report cards and standardized testing results are easy to understand.
79.6% marked strongly agree/ agree, 18.2% neutral, and 2.3% disagree.
5. The teachers are available if my child needs help.
88.6% marked strongly agree/agree, 6.8% neutral, and 4.5% disagree.
6. My child is excited about coming to school.
68.2% marked strongly agree/ agree, 22.7% neutral, and 9.1% disagree.
7. My child feels safe at school.
93.2% marked strongly agree/ agree, 2.3% neutral, and 4.5% disagree.
8. My child has gained social skills with social emotional learning at school.
86.3% marked strongly agree/ agree, 6.8% neutral, and 6.8% disagree.
9. My child has access to support services if needed.
84.1% marked strongly agree/agree, 9.1% neutral, and 6.8% disagree/ strongly disagree.
10. My child has access to technology.
100% marked strongly agree/ agree.

Parents prefer text messages, phone calls, and dojo messages in the form of communication about upcoming events. Positives about North School included: the environment is good and positive for the most part. Teachers and staff are welcoming and very supportive. Great school and great teachers. All staff care about their students and their well-being. Great environment for my child. Suggestions for improvement of our school: Everything is good, keep it up. The school is so difficult to navigate the administrative rules of North. Teachers need to be teaching and not in meetings. Better morning drop off procedures. Keeping the school clean. Not all staff members have the level of understanding his teacher does about special education. I suggest trainings each year to support growth in this area.

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.**

In order to provide opportunities for all subgroups of students to meet the challenging State academic standards, it is necessary to analyze the testing data of the students in each subgroup. This information can then be used to diagnose specific needs and provide prescriptive programming.

Subgroup- Low Income

North Elementary does not receive academic data from IAR testing on the low-income subgroup due to the fact that each student is reported as low-income since the school-wide Community Eligibility Option (CEO) program is in place. Consequently, it is difficult to analyze this subgroup. These unidentified students would still receive the appropriate

academic support as all students who are not meeting expectations.

Subgroup- Two or more ethnicities

There are not enough students in this subgroup to provide adequate data, so results were inconclusive. North Elementary does implement many programs and instructional strategies that support the students in this subgroup. Programs include Family Night, Kiwanis volunteers, and the Summer Reading Book program.

Subgroup- Black students

There are not enough students in this subgroup to provide adequate data, so results were inconclusive. Along with the programs that are already instituted to increase academic progress for all students North Elementary added additional literacy materials featuring characters of diverse ethnicities throughout our curriculum.

Subgroup- White students

The scores are from the 2023-2024 IAR assessment and include IEP students from our cross-categorical classrooms. In Summary of Grades 3-5, 19% of white students met/ exceeded expectations on ELA and 15% on Math, 40% approached expectations on ELA and 47% on Math, 19% partially met expectations on ELA and 19% on Math, and 22% did not meet expectations on ELA and 16% on Math for IAR testing. This subgroup is supported by the many academic programs that are instituted at North Elementary School such as the summer reading program, Kiwanis volunteers, RtI process, Title I groups, and dedicated Tier 2 and Tier 3 time scheduled within the master schedule.

Subgroup- Female Students

The scores are from the 2023- 2024 IAR assessment and include IEP students from our cross-categorical classrooms. In Summary of Grades 3-5, 24% of female students met/ exceeded expectations, 34% approached expectations, 16% partially met expectations, and 26% did not meet expectations on the ELA portion of the IAR assessment. 24% of female students met/ exceeded expectations, 37% approached expectations, 21% partially met expectations, and 18% did not meet expectations on the Math portion of the IAR assessment. Looking at the achievement gap between male students and female students, female students are outperforming male students. On the ELA assessment, 24% of females met/ exceeded expectations, and only 16% of males met/ exceeded expectations. On the Math assessment, 24% of females met/exceeded expectations, and only 18% of males met/ exceeded expectations. Female students are still supported by the many academic programs that are instituted at North Elementary School, such as the summer reading program, Kiwanis volunteers, RtI process, Title I groups, and dedicated Tier 2 and Tier 3 time scheduled within the master schedule.

Schoolwide Assessment

To determine the appropriate methods and instructional strategies needed to strengthen the academic programming, a variety of assessments must first be utilized to analyze student strengths and needs. North Elementary School utilizes a variety of student academic assessments, such as iReady. This assessment can be described as a screening diagnostic and a classroom-based instructional assessment. The primary assessment that is used is the iReady diagnostic for grades K-5, covering reading and math in addition to the IAR assessment. All students take this computer-based adaptive assessment three times during the academic school year. During the first three weeks of school, this assessment is administered for

the manifold purpose of screening to identify those individuals in need of additional academic instruction and intervention, diagnosing strengths and weaknesses in core subject topics, and determining what revisions are needed to school programs that were in place during the previous academic year. Subgroups (as defined by section 1111(c)(2)) are specifically reviewed at this time. The iReady assessment provides detailed data on an individual student's reading and math knowledge base. This data is delivered in the form of an overall percentile score that is nationally norm-referenced. Upon receiving their students' scores, teachers can analyze which standards in reading and math the students have mastered and which represent areas of need for additional instruction and intervention. Teachers can see both typical and stretch growth goals for each student. This helps students and teachers make goals and target instruction for each student individually.

Spring 2025 iReady assessment provides each student with the distribution of progress throughout the year and provides the percentage of students who met their typical growth in order to show they are mastering grade level standards. The iReady data does include IEP students from our cross-categorical classrooms. In Reading, Kindergarten had 48%, Grade 1 46%, Grade 2 54%, Grade 3 53%, Grade 4 54%, and Grade 5 29% met their individualized growth targets. In Math, Kindergarten had 62%, Grade 1 39%, Grade 2 64%, Grade 3 47%, Grade 4 46%, and Grade 5 52% met.

Teacher Teams have weekly meetings for prescriptive use of the learning continuum provided by iReady to group students based on skill sets that they need to improve. Students are benchmarked 3 times a year, and progress monitoring is conducted every two weeks to assess growth. A student intervention plan is created using SMART goals. The document is modified when needed to provide prescriptive planning information on all students to track progress through the process.

Throughout the academic year, teachers keep track of student reading progress in the form of running records through an online program called Literably. This information allows teachers to assess the student's reading level, fluency, and comprehension and gauge student growth toward grade-level benchmarks and adapt their instruction accordingly.

North School continues to grow in its use of data to guide instruction. Continuous improvement is fostered through on-going professional development opportunities at the building and district level to enhance knowledge and application of the process.

Educational Assistance

Educational Assistance is provided to students at North Elementary School through several programs offered during the instructional day. The process used to identify students in need of educational assistance begins with an analysis of data that is collected through the beginning of the year iReady reading and math assessments and Literably scores.

Title I interventions are offered to students in groups of 2-4 students according to their needs. The primary programs offered as interventions during these 25-minute lessons include foundational skills, decodable phonics, guided reading, comprehension focus groups, and standards instruction. Students may be involved in a focus group intervention and a guided reading group all on the same day. Students are initially selected for participation in these groups based on the iReady and Literably scores but may be offered this intervention at any point during the year based upon the consideration of teacher recommendations.

Educational Assistance is also provided to students at North Elementary School through the RTI district-wide program and MTSS Process (Multi-Tiered System of Support). The team meets to determine a student's needs, possible

interventions, and root causes before setting goals for student success. The team meets every 6 weeks to help establish pathways for student success.

North Elementary School is the fortunate recipient of volunteer services through Kiwanis, the school's business partner. These volunteers provide tutoring during the school day to individuals or small groups of students in the core subject areas. The content of the tutoring sessions is intended to provide an additional opportunity for students to practice and receive feedback on concepts currently being taught in their core classes. Additionally, Kiwanis members also mentor at-risk students and mentor students who have social-emotional needs.

Programs and Educational Services

North Elementary School uses the iReady diagnostic screener to begin to identify students in need of Title I services. Students who fall below the percentile norm for their grade level are listed as possible candidates for services. Additional screenings are also conducted using Literably. Once students are identified through this process, we determine how to best meet their needs. Students are placed into 2 distinct groups, those that are our most at-risk, those that are below the 20%ile, and those that are from 21-49%ile on the national norm-referenced scale. For students in K-2, we offer two types of intensive interventions for students: decodable phonics and focus groups with targeted skill instruction. For students in 3-5 grades, we offer guided reading, standards instruction, and comprehension focus groups to drive instruction. Our students who are below the 20%ile receive explicit intervention instruction for 25 minutes a day (with the interventionist) and focus groups for 25 minutes a day outside of the 90-minute core reading block.

Students who are in the 21-49%ile receive tier 2 focus groups daily for 25 minutes in addition to the classroom teacher's reading instruction. This process allows us to serve more students utilizing a targeted focus for greater growth acceleration. Progress monitoring is conducted every two weeks. After each screening or assessment, data is analyzed to see how students are progressing and if there are students who are no longer in need of services or if there are students who need to be added for services. Parents are kept up to date about the data on their students and what services the child is eligible to receive. Parents sign the parent compact and receive the parent involvement policy to explain how they too are part of their child's success with the process.

All of our North Staff members continue to be trained in the best practices of reading instruction through building staff development, district training, and professional workshops and conferences attended each year. We will continue to explore new research-based methodologies to continue to improve our skills and processes to do our very best for the students we serve.

As an annual process, the North Elementary administration and teachers analyze student assessment data to strategically and prescriptively adjust and develop supportive programming for the upcoming school year. Per the North School Improvement Plan on a Page for 2025-2026, "through the greater use of data analysis, planning, and collaboration, coaching, and the use of differentiation methods of instruction, 60% of all students in each grade level will meet their annual typical growth goal by May 2026 as measured by the iReady assessment". While this growth is significant, North Elementary is continuing to keep the academic growth bar high by expecting 60% of all students in each grade level to reach their individualized goals.

The administration and teachers extensively reviewed and analyzed data from the iReady assessment this past school year to obtain a clear understanding of the strengths and needs of their students to develop and modify the school action plan to enrich and accelerate the curriculum and include research-based programs and initiatives. Staff share

individual programs that were bringing success with their students, and now those programs will be used school-wide. Some current programming has been expanded and/or given more specific targets.

Analysis of student ELA scores showed a need for a consistent curriculum between Kindergarten through 5th grade. The implementation of Magnetic Reading as the district-wide curriculum started this past school year. As a staff, we gave consistent delivery of this curriculum with standards-based instruction is very important.

The teaching staff will continue with prescriptive planning for reading instruction with the Title teacher for intensive focus on targeted students. Explicit phonics instruction and the use of decodable reading strategies will be used in K-2 grade levels. North Elementary students will be inspired by incentives for applying corrections and becoming experts in an area with dog tags, leaderboards, locker tags, and classroom recognition. iReady and Literably will be used for Tier 2 and Tier 3 students to progress monitor student growth. Teacher Teams, including specialists, will have weekly meetings to review progress and plan for the next steps.

Below, please find our Plan on a Page for our SIP plan that is completed annually to facilitate our continuous improvement process. This document will be included yearly as part of this plan as a record of our quest to close the achievement gap for students.

Plan on a Page 2025- 2026

Topics	Goals <i>(Are the Goals SMART: <u>S</u>pecific, <u>M</u>easurable, <u>A</u>ttainable, <u>R</u>ealistic, and <u>T</u>ime-bound?)</i>	Action Plans <i>(What specific activities will we undertake to make this happen?)</i>
Improvement of Teaching and Learning	Through the greater use of data analysis, planning, collaboration, coaching, and differentiated instruction methods, 60% of all students in each grade level will meet their annual typical growth goal by May 2026, as measured by the iReady assessment in Reading and Math.	<ul style="list-style-type: none"> ● Problem-solving meetings with parents to develop whole-child plans ● The Teacher Team meets weekly to focus on Tier 1 standards and Tier 2 student needs ● Progress monitoring for Tier 2 students monthly and Tier 3 students bi-weekly ● Explicit phonics/ decodable reading strategies for all K-2 students ● Incentives for mastering standards and becoming an expert in an area with brag tags, leader boards, reading recognition, locker tags, and classroom recognition ● Subitizing in K-1 to increase number concepts ● Use of iReady MyPath ● Dedicated Tier 2 time to reteach priority standards ● Dedicated Tier 3 time for interventions ● STEAM Night for families ● Breakout Edu or STEM Activities on SIP Days each month to increase problem-solving skills ● K-1 Enrichment groups for students exceeding priority standards

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.

- North Elementary provides a school-based social-emotional program through our social worker. The social worker also specializes in instructional support services, mentoring services, and other strategies to improve students' needs outside the academic subject areas.
- Second Steps: This universal tiered program helps promote the social-emotional development, safety, and well-being of children who are taught in the classrooms daily.
- Kiwanis Tutors and Mentors: The Kiwanis Club has maintained a wonderful partnership with North School. They volunteer their time to tutor students in all academic areas, as well as simply being a mentor for students to talk and relate to.
- Transition 5th Grade to JMS: Fifth-grade students visit the middle school to facilitate a positive transition. Students are given time to ask questions and coordinate services with the assistance of the staff and teachers. JMS counselors also visit North and talk to students to assist with class selection, IEP goals, and class placements.
- SAIG Groups/Lunch Bunch with School Social Worker(Social Academic Intervention Group): The School Social Worker plan bi-weekly skill-building sessions to improve student social skills, problem-solving skills, and academic behavior skills.
- Check-In/ Check-Out: Students meet with an adult in the building for a brief review of expectations in and out of the classroom. They are given time to reflect and make a positive action plan for their day.
- MTSS Process (Multi-Tiered System of Support): This team meets every 6 weeks to set and review goals to improve overall student outcomes.
- Dean of Students: The Dean provides problem-solving services to students and their families; as well as coordinating all behavior/ discipline procedures through the building wide behavior program.
- School Social Work Services: The SSW consults with personnel regarding students, works on behavioral interventions with students based on goals provided on their IEP/ RTI plans, and facilitates any school crisis.
- CPI (Crisis Prevention Intervention): Staff are offered the opportunity to train in the CPI process. This program teaches adults how to de-escalate problem behaviors or violent students in a non-threatening way.

- Ukeru: Staff are offered the opportunity to train in the Ukeru system which provides a trauma-informed, hands-off approach to crisis management.

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).

North Elementary provides many activities to prepare our students for postsecondary lives. The programs provide the students with experiences to prepare for college or workforce readiness.

- Each year Jacksonville Middle School has an open house to allow for 5th grade parents and students to ask questions about their child's upcoming transition to middle school.
- Yearly field trips are designed to expose students to real-world experiences outside the traditional academic environment.
- North School is fortunate to have Kiwanis members provide tutoring and mentoring services. These individuals inspire students to set goals to further their education and provide students with the extra help they need to succeed in the classroom.
- 4th grade students receive the Ag-Cited program that is provided by the Morgan County Farm Bureau. This program sends guest speakers to present agriculture information, which is a prevalent industry in our community.
- Our science curriculum is supported by the Mystery Science and National Geographics. These activities allow students to experience, explore, and discover new concepts.
- Guest Speakers are invited into classrooms to inform students of the different job opportunities available to them in their local community.
- 5th grade student council provide mentoring to younger students in the building. This allows them to prepare to become future leaders.
- Students have opportunities to participate in public speaking exercises. These opportunities will allow them to feel more comfortable in situations such as interviews, presentations, and any other situation in which other oral communication is warranted.
- STEAM Lab at North Elementary School provides students with hands-on opportunities in Science, Technology, Engineering, Art, and Math. We also incorporate challenges throughout the year to broaden students' knowledge of STEAM.

By providing our students with a variety of opportunities our North School community will be prepared to excel in their future college and career endeavors.

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.).

North Elementary School provides many activities and intervention services that are designed to prevent and address problematic behaviors that can interfere with a successful classroom learning environment.

- PBIS- Positive Behavior, Intervention, and Supports is a multi-tiered, team-based, systematic approach used to teach and reinforce behavioral expectations to students. The intent is to define and teach school-wide behavioral expectations, providing high-frequency, intermittent, and long-term acknowledgments for students who demonstrate these expectations. A team is also in place that conducts and evaluates the success of the interventions that are put in place to support students who have not responded positively to the universal system. Team meetings are intended to design systems of interventions and identify areas of strength and need in the school-wide system to support the practice of consistent, proactive, and objective decision-making.
- MTSS- Multi-Tiered System of Support is a team of teachers and support staff that identify students in need of additional academic or behavioral support. The team consists of the principal, teacher, special education teacher, social worker, Title 1 teacher, and any other person who might be crucial to the process. The team meets to determine a student's needs, possible intervention, and root causes to set goals for student success. The team meets every 6 weeks to help establish pathways for student success, review data, and monitor progress toward individualized goals.
- SAIG- A Social Academic Instructional Group that can be provided to students who need guidance from a mentor in areas of social-emotional instability.
- Check-In/ Check-out- This program pairs students in need with positive staff members who can meet briefly throughout the day to remind and motivate students to make choices that will help them be successful throughout their day.
- Second Steps: This universal tiered program helps promote the social-emotional development, safety, and well-being of children who are taught in the classrooms daily.
- Crossroads Learning Center- This is an off-campus program offered to students who need alternative placement for in-school suspension or suspensions lasting longer than 3 days. Staff members from CLC are also available on a consulting basis to help intervene when problematic student behavior arises.
- Dean of Students- This additional administrator is assigned to North School to assist the administration with managing and enforcing expectations for student behavior.

- Mentoring/Tutoring- These are special volunteers who are paired with students who need a positive influence and role model to help inspire and motivate them to be prepared for school and be an active participant in their learning and life.
- Class Dojo- This online behavioral system connects teachers, students, and parents to help create a positive classroom culture. Teachers and students can track both positive and negative behaviors throughout the day, and parents can instantly access this information and communicate with their child's teachers.
- Parent Contact/Conferences- Parental contact happens daily between teachers and parents to facilitate open communication about behavior that occurs in the classroom. Face-to-face conferences occur twice a year, once in the fall and once in the spring but may be requested by parents or teachers more frequently if necessary.
- Research-based interventions- Teachers use many different techniques and procedures that give students skills for positive change in students' performance that put students in charge of his or her learning.
- Brief Functional Behavioral Analysis- is a proactive plan that assesses the relationship between the inappropriate behavior and the purpose or reason that the behavior occurs. Interventions implemented result in significant changes in student behavior. Behavioral intervention plans typically follow so more appropriate replacement behaviors can be established, eliminating negative behaviors.
- Behavior Contracts- Students, staff, and teachers enter into "contracts" with students that spell out expectations of students and teachers in carrying out an intervention plan.
- Progress monitoring- Progress monitoring is used to assess students' academic and behavioral performance while quantifying the students' rate of improvement and evaluating the effectiveness of instruction for the student. Data tracking is used to create goals for student success.
- Student of the Month- This award is given monthly to students who demonstrate positive academic and social behaviors.
- Red and White Award- A quarterly award given to students who have no office referrals and display a positive attitude toward learning.
- Tribe Award- An end-of-the-year award given to students who have no office referrals and display a positive attitude toward learning all year.

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.

A variety of professional development opportunities are available to administrators, teachers, and staff. Jacksonville School District 117 provides professional development for all staff throughout the school year. The Regional Office of Education # 1 also provides a variety of professional development for administration, teachers and staff. Professional development in the area of special education for all staff is offered by Four Rivers Special Education District and the local branch of the Council for Exceptional Children.

District Training

- Teacher Institute days- The beginning of the year institute days are used to learn new district initiatives and to allow teachers to collaborate across grade levels.
- Curriculum training- The district provides professional development to introduce and support new curriculum initiatives in the schools. Professional development is planned for summer and ongoing coaching opportunities are being provided to ensure proper implementation of the curriculum.
- School Improvement Days- School Improvement days are provided monthly for training of all employees. The training may include curriculum training for staff, data analysis of student assessments, and goal setting to allow for differentiated instruction.

Building Level Training

- Mentoring- New teachers in the district are paired with a mentor, who helps assist with building and district expectations. Mentors are to meet with their new teacher monthly as well as do periodic observations.
- Teacher Teams- Grade-level teachers meet weekly to guide standards-based learning and coordinate Tier 1 planning and Tier 2 interventions for students that need reteaching.
- Book Study- Each year the staff picks a focus area/ need in the building to study and discuss.

Four Rivers Special Education District/ Council for Exceptional Children-

- Four Rivers Special Education District and CEC- These organizations provide a variety of professional development for administrators, classroom teachers and other support staff in the area of special education during the school year.

Recruitment of Effective Teachers (emphasis on high need subjects)

- Illinois College - The principal also works closely with the local college by accepting students for field study and student teaching.
- 9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.**

- Child Find- Children between the ages of 2 ½ to 5 years of age are screened in order to identify those children who may require further evaluation for developmental delays. These screenings are offered periodically throughout the school year or at parent request.
- District/ School Website- The website provides the school's activities that kindergarten students may participate in.
- Parent Academy- The Early Years Pre-K program provides Parent Academies to support parents with their students' social emotional and academic progress as they transition to the elementary school program.
- Kindergarten Preview Night- Incoming Kindergarten students and their parents are invited to attend Kindergarten Preview Night and registration to begin the transition to school.
- Meet the Teacher Night and Kindergarten Orientation – Before school starts in the fall, new kindergarten students and their parents may attend the Meet the Teacher Night and Kindergarten Orientation to support a smooth transition from Pre-K to Kindergarten.
- Pre-K and Kindergarten Teacher Observation- Pre-K teachers and Kindergarten teachers are given the opportunity to observe each other's classroom. This helps with aligning readiness activities for the incoming students as well as observation of the incoming students.
- Data Sharing- The Pre-K program shares current academic and behavioral data on incoming students with the Kindergarten teacher allowing for appropriate curriculum planning for all students.
- Early Childhood Transition IEP Meetings- The Principal, Kindergarten teacher and appropriate specialists attend the transition IEP meeting of early childhood students who will be attending Kindergarten in the fall. This provides the school with the appropriate information to prepare for the incoming student and support her/ his success in the new program.

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 programs.

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.