

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:	New Berlin Elementary School		
RCDT:	510840160262001		
Principal:	Matthew Jokisch/TBD for 26-27		
Address:	600 N. Cedar Street		
City, ZIP code:	New Berlin, IL 62670		
Telephone:	217-488-6054		
Email address:	TBD		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2025/2026	33%	Y	05/21/26

DISTRICT INFORMATION

District Name/Number:	New Berlin CUSD 16
Superintendent:	Jill Larson, Superintendent (Retiring)/Suzanne Keller, Superintendent (26-27)
Telephone:	217-488-2040
Email address:	jl Larson@pretzelpride.com/skeller@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	District Superintendent
Amanda Fleshman	Reading Interventionist
Elizabeth Birch	Kindergarten Teacher
Tyler Berola	Assistant Principal
Shelly Haas	Elementary Special Education
Ashley Berola	Elementary Classroom 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. Title I, Part A- Academic Interventions and instructional resources
2. Title II, Part A- Professional development and teacher support
3. IDEA Part B-Special Education Services
4. Illinois Comprehensive Literacy Plan Grant- Guides instructional decisions, assessment use, and literacy-focused professional development
5. ISBE Pre-K Grant: Pre-k instruction aligned to school readiness and early literacy

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

- a. Teacher survey conducted in May 2025. Link to survey: [Teacher Survey](#)
- b. [Parent Family Engagement survey](#) conducted in May 2026.

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.

New Berlin Elementary School is committed to the development of all students from kindergarten through fifth grade, with a schoolwide focus on both academic achievement and social-emotional growth. Schoolwide reform strategies are designed to provide opportunities for all students, including those in each defined subgroup under Section 1111(c)(2) of the Every Student Succeeds Act (ESSA)—to meet or exceed the challenging Illinois Learning Standards.

Equitable Access to Challenging Academic Standards:

All students at New Berlin Elementary receive instruction aligned to the Common Core State Standards in English Language Arts and Mathematics. High-quality, grade-level core instruction is provided to all students, supported by in-class interventions and instructional differentiation. Teachers use universal screeners administered three times per year to assess academic strengths and areas for growth. Data from these assessments are analyzed and used to guide individualized instruction and determine necessary supports.

Through a schoolwide Multi-Tiered System of Supports (MTSS), which was created in May 2024, students are grouped by need and provided with targeted instruction. Teachers collaborate with interventionists and administrators to interpret student data and develop learning plans tailored to each student's academic profile.

Instructional Strategies that Strengthen the Academic Program:

New Berlin Elementary utilizes a variety of research-based instructional strategies to improve the quality and quantity of instructional time and to offer an enriched, well-rounded educational experience. These include:

-Systematic and explicit phonics instruction for kindergarten through second grade.

-Shared reading and comprehension-focused strategies, kindergarten-fifth grade

-Small group instruction in reading and math targeting specific skills

-Explicit writing instruction with modeling and scaffolded support

-Title I reading (push-in and pull-out support)

-Technology integration to reinforce targeted skill development

-Social-Emotional Learning (SEL) lessons taught by classroom teachers

To ensure continuous learning and maximize instructional time, the school schedule includes a daily 30-minute intervention block for all K–5 students. During this block, students receive small-group instruction aligned to their learning needs, as determined by formative and summative data.

Instruction is supported by high-quality curriculum resources, including:

-i-Ready Tools for Instruction

-HMH Into Reading intervention resources

- SAVVAS myView resources
- SAVVAS Successmaker
- University of Florida Literacy Institute (UFLI) Foundations program
- Foundations (Wilson Language Training Corporation)

Addressing the Needs of All Students, Especially Those Most At Risk

Through the MTSS process, students demonstrating risk of not meeting academic standards are identified and provided with additional, targeted instructional support. These interventions include:

- Daily Tier 2b small-group instruction (20–30 minutes outside of Tier 1 core time)
- Targeted lessons using research-based instructional programs
- Continued progress monitoring through AimswebPlus and instructional adjustment based on individual student needs.

Students' needs are identified using data from benchmark assessments, classroom performance, and teacher observations. Intervention plans are individualized and delivered by highly qualified, trained staff to support instructional growth. New Berlin Elementary's schoolwide reform strategies reflect the school's commitment to meeting the diverse learning needs of all students. The coordinated approach, based on data and evidence-based practices, ensures that all children, particularly those at risk, are provided meaningful opportunities to succeed academically and socially.

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, Elementary partakes in Tier 1, a schoolwide system that guides consistency in expected behaviors through character traits. The following are the MTSS Behavior Strategies and/or Interventions:

Tier 1 Behavior Strategies
Classroom management plan <i>(Complete copy needs to be given to Admin at BOY)</i>
Whole Class Visual <u>schedule</u>
Specific praise connected to desired behavior
Explicit directions with modeling
Positive correction
Calm down corner (with and without sensory items for different student needs)
"If ___ /then _____" statements
Line up spots, seat spots for designated appropriate areas
Teacher proximity
Controlled choice
Brain breaks/ frequent movement
Preferential seating
PBIS Incentives
Whole Brain Instruction
Parent Communication
Book of Success

Tier 2A and Tier 2B Behavior Interventions
Behavior Contract (with teacher or another preferred adult)
Scheduled Breaks/Class Pass
Rewards for asking for help
Token/collection chart with desired incentive
Check-in/Check-out (with teacher or another preferred adult)
Any strategy listed in Tier 1 that is connected to the student's documented behavior
<p><u>Meaningful work</u> opportunities for students to engage in non-academic activities to <u>have</u> an "accomplished and productive" feeling that is <u>not related</u> 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 <u>aligns to</u> their strengths. <i>ex) Wiping tables with <u>custodian</u>, cutting salty dough in the office, etc</i></p>
Pre-Correction Plan
Self-Monitoring
Group and/or individual social group sessions with <u>social</u> worker

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).

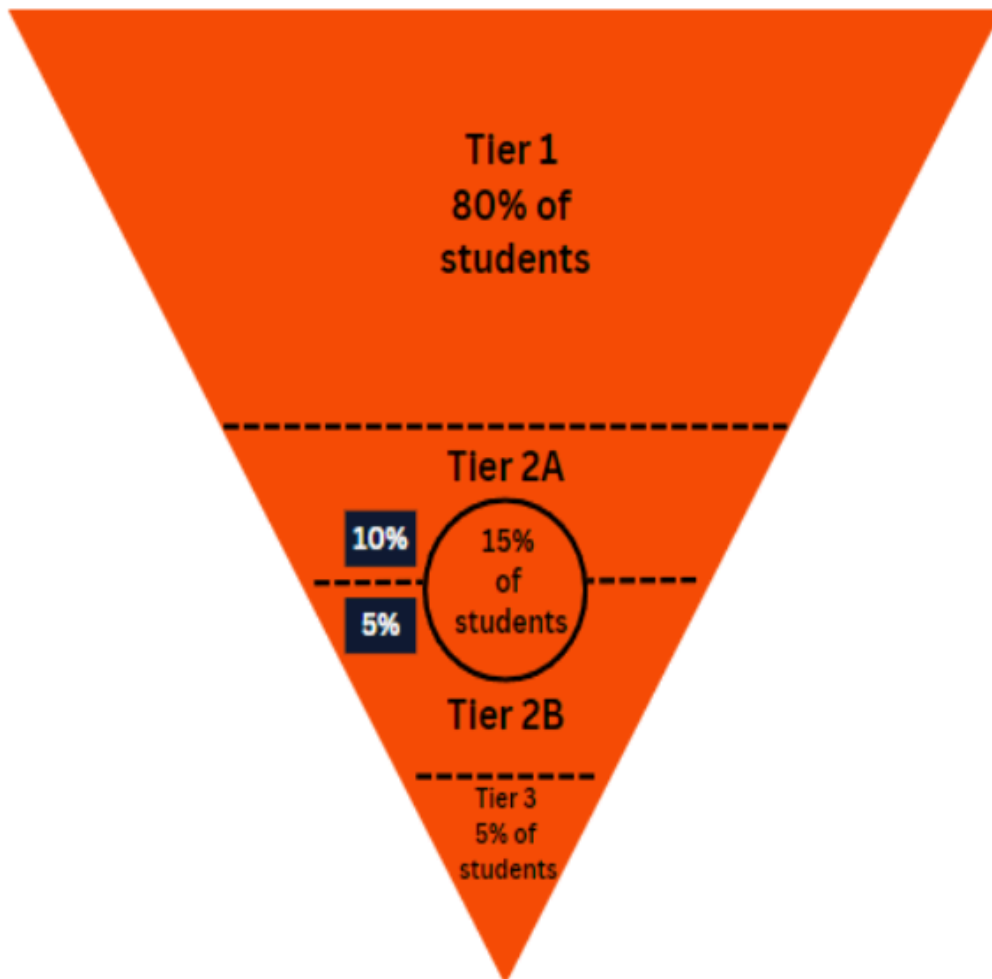
Not applicable. New Berlin concentrates all Title I funding and support on our K-5 students only.

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 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 evidence-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 are provided to all students. Tier III is for those few students who need 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.

New Berlin Elementary MTSS Model



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 9- 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 2026 - 27 school year:

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- TBD Math and Reading Content Specialists through ROE-51
- Monthly Grade Level meetings
- Weekly teacher collaboration
- KIDS training for Kindergarten teachers
- 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
- End of Year Data Review and Celebrations
- Implementing and sustaining the system for the MTSS plan developed in the 2024/2025 school year
- Updated BEEP model for informal observations
- Whole Brain Teaching
- 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 been 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 on whether 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.

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.