

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

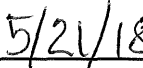
SCHOOL INFORMATION

School Name:	Mary Lou Cowlshaw Elementary School		
RCDT:	190222040262018		
Principal:	Ken Bonomo		
Address:	1212 Sanctuary Lane		
City, ZIP code:	Naperville, IL 60540		
Telephone:	630-428-6112		
Email address:	ken_bonomo@ipspd.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2017-2018	28%	Y	May 21, 2018

DISTRICT INFORMATION

District Name/Number:	Indian Prairie School District 204
Superintendent:	Dr. Karen Sullivan
Telephone:	630-375-3000
Email address:	karen_sullivan@ipspd.org


Superintendent's Signature


Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Hetal Grimaldo	Kindergarten Teacher
Jen Pachowicz	First Grade Teacher
Becky Allen	Second Grade Teacher
Melissa Goodwin	Third Grade Teacher
David Lopez	Fourth Grade Teacher
Corey Swift	Fifth Grade Teacher
Jose Soto	Physical Education Teacher
Lana Haslett	Reading Improvement Teacher
Michelle Hebenstreit	Interventionist
Jamie Gustafson	Special Education Teacher
Sarah Maldonado	Student Services Coordinator
Ken Bonomo	Principal
Josh Hunt	Parent
Jill Mieszala	Parent
Katrina Henderson	Parent

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
1. Title II funds to support professional learning.
 2. McKinney-Vento funds are used to support homeless students
3. Conduct a comprehensive needs assessment of the entire school:
- a. Include a copy of the document used to conduct the assessment.
 - b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

School Demographic Data:

The current enrollment is 674.5 students. Over the past three years, our enrollment has increased from 622 students to 675 students. The majority of the subgroups enrollment has remained stable aside from the Asian population which has increased by 8% and the Black/African American population has decreased by 5%. The Limited English Proficiency population has gone up the most by 16%.

Attendance:

Overall, the majority of absences occur at the K-1 grade levels. The majority of absences schoolwide occur during the month of December. The mobility rate for our school has increased by 3.3% over the past 3 years. The schoolwide attendance has maintained at 96%. The number of students in attendance on the first day of school has decreased by 4.8%. Chronic truancy is over 40% of students, peaking at 48%, for the past 3 years.

Staff Demographic Data:

The gap between the percentage of students for the Hispanic or Latino sub group and the percentage of staff who are Latino is closing. The gap between the percentage of students and the percentage of staff is the most discrepant for the Asian & White sub groups. The percentage of staff who are African American has shifted and is now larger than the percentage of students who are African American.

Discipline Data:

Over the past three years there has been an increase in office referrals. In the 2017-18 school year, 98.34% of our students have had zero -1 office referrals. The majority of our students are responding to Tier 1 PBIS supports. There are 1.66 percent of students that have received 2 or more office referrals. This year the office has handled 45 office referrals for the first three months of school. This has been a significant increase from the previous two school years. Over the past two years, February and March have had the highest number of infractions.

Special Education Data:

- In comparison to the district (11%) and state (14%) populations, Cowlishaw's student population includes fewer students with IEPs (10%). However, this does not include the 10 (2%) of students who receive special education services at a separate facility outside of their home school of Cowlishaw.
- In the area of ELA, the percentage of students with IEPs proficient in PARCC has increased by 5% from the 2015 - 2016 school year to the 2016-17 school year.
- In the area of Math, the percentage of students with IEPs proficient in PARCC has decreased by 1% each year over the past 3 school years.
- There is one student with an IEP at Cowlishaw that does not participate in PARCC as they participate in the DLM. There are 5 students who are outplaced (home school is Cowlishaw) who participate in the DLM.

Limited English Proficiency Data:

- Over the past three years, Cowlishaw has seen an increase in students enrolled in the ELL program
- The percentage of students who exited the ELL program has fluctuated from year to year

Achievement Gap Data:

Between 2015 and 2017, the achievement gaps at Cowlishaw have decreased for our black students by 15% on ELA assessments and 13% on Math assessments. Our FRL gap has also decreased by 11% on ELA assessments and 2% on Math assessments. The gap for our Hispanic students has decreased by 1% on ELA assessments and increased by 8% on Math assessments. Although Cowlishaw is reducing the achievement gaps for most students, the overall achievement gap for black students is 29.5%, 25% for Hispanic students and 20% for our FRL students.

Parent Engagement Data:

Over the past 4 years, Cowlishaw has seen an increase in the percent of parents attending school-wide events from 52% to 74%. The lowest percent of parent participation occurs with parents of our black students and the parents of our FRL students.

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 meet the challenging state academic standards and create opportunities for all students, Cowlishaw Elementary School will be increasing student engagement and building stronger relationships within our learning community. We believe that by using the methods and instructional strategies listed below, we can attain our goals.

	Increasing Student Engagement	Building Relationships
Kagan Structures	Building wide implementation of Kagan structures	Building wide implementation of class and team building lessons
CHAMPs	Building wide implementation of CHAMPs to ensure that students understand expectations	Building wide implementation of CHAMPs to ensure that students understand expectations
Common Language- PBIS, Rules of Thumb, Stop-Walk-Talk	Provide positive classroom and building environments by using common, consistent language across the school setting	Provide positive classroom and building environments by using common, consistent language across the school setting
Brain Breaks	Provide students movement throughout the day	Allows students the opportunity for social interaction
Zones of Regulation	Common language that helps students build self-regulation skills.	Helps build empathy as students learn how others react in situations and how they get back to the green (ready to learn) zone
Check In Check Out	Students who make a connection with adults in a school have higher levels of engagement	Builds relationships between students and staff
Access to Technology	Provide opportunities for hands-on, student-led activities	Students learn social media etiquette
Buddy Bench	Students with positive peer relationships at school have higher levels of engagement	Students have opportunity to meet new friends at recess
Reading Buddies	Older students read above level books to younger students and listen to younger students read on level books	Younger students are paired with older/mentor students
Welcome Ambassadors and videos	Ambassadors help new students get familiar with the building and the Cowlishaw way	Students provide guided tours to new students. Students create videos to help new families get acclimated to Cowlishaw
Bus Helpers	Provides older students with a sense of responsibility and ownership	Builds relationships between older and younger students and provides
Koala TV and Koalaty Traits	Teaches students important traits that help them be successful with academics	Teaches students important traits that help them get along with others
Watch DOGS	Students have the opportunity to work in small groups with another adult	Provide male models to students in an educational environment. Encourages dads to be involved in children's education
Extended Day	Reteaches students concepts they are struggling with	Helps small groups of students work with students with similar needs
Kagan Win-Win	Target discipline problems at the	By determining student's unfulfilled needs and

Discipline	moment of disruption and determine the student's unfulfilled needs, thus increasing student engagement	working with the student to fulfill those needs, stronger relationships will be built.
Responsibility Centered Discipline	Emphasis on student voice and including students in developing solutions to problems	Builds relationships through providing support, building rapport and implementing natural consequences to behavioral choices vs. punishment
Class Meetings	Building classroom communities increases student relationships, decreases behavior issues which increases student engagement. Students are able to problem solve without teacher intervention.	Teach students that they are part of a classroom community within a larger school community.

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 Zones of Regulation and Stop-Walk-Talk programs will be taught at all grade levels to help students learn tools to help get them back to the "green" zone (ready to learn) and how to handle situations where others are not meeting our Rules of Thumb.

Responsibility Centered Discipline will be taught to staff to help us move away from focusing on punishment and towards helping students learn to take responsibility for their actions. This will help staff maintain positive and respectful relationships with students.

Win-Win Discipline will be taught to staff to help us handle behavior problems in the moment and identify the unfulfilled needs of students that are manifesting in the behavior.

Personal and social skills will be taught to students throughout the building.

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).

The district continues to support instructional strategies related to experiential learning opportunities at every level. Through inquiry based, problem based, and other instructional models students are presented with real world problems or situations that ask them to connect with the world around them. Teachers continuously provide opportunities for students to present their work to authentic audiences, work with professionals as they develop solutions to real world problems, and become involved in community and district decisions.

The district continues to place a strong emphasis on in-demand occupations. Examples of support include robotics programs at the elementary, middle, and high school level, STEM programs and clubs at each school in the district, inquiry based science instructional practices, Project Lead the Way programs at the middle and high school level, computer science course offerings at the middle and high school level, and LMC Makerspaces.

In the fall, Cowlshaw staff will display memorabilia from the colleges/universities that we attended. We will have a College Day where students and staff are encouraged to wear clothes representing colleges. Staff will have conversation with students about attending college including that every student at Cowlshaw has the potential to attend college.

In the spring, Cowlshaw will host a Career Day for 4th and 5th grade students. Adults from various professions will talk with students about their careers and how education helped them get to into their professions.

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.).

Tiered System of Supports:

Using a Multi-tiered System of Support, struggling students are identified early and provided early intervention. The AIMSweb Curriculum Based Measurement (CBM) benchmark data provides the academic universal screening information for all students. Students who fall below expected levels on this measure are provided with additional instructional time and/or interventions to accelerate their growth. For behavioral concerns, positive behavior supports are utilized to address student needs through targeted group and individual interventions. Progress in both areas is monitored on a weekly or monthly basis for these identified students.

Cowlshaw Elementary School utilizes a PBIS framework to provide positive behavioral supports to students. At the Tier one level, students are taught consistent behavioral expectations through the PBIS matrix and CHAMPS prompts. Students are provided frequent feedback for engaging in prosocial behaviors. Classes participate in morning meetings to develop a positive learning culture. The school also uses a CICO (Check in check out) system as a Tier 2 intervention. This strategy connects a struggling student with an adult mentor/cheerleader within the school who checks in with them at the start and end of the day. Students requiring further Tier 3 social emotional intervention addresses the specific skill deficit needed.

Currently Indian Prairie School District 204 is working with CASEL (Collaborative for Academic, Social and Emotional Learning) to develop a vision and systemic approach to the instruction of social emotional skills.

IDEA:

Indian Prairie School District embraces and supports inclusive instructional practices to best address the individual needs of students with disabilities. This philosophy serves as the foundation for supported education programming and services and requires ongoing collaborative efforts of general educators and special educators. The IDEA Part B grant provides staffing, instructional materials, equipment, and professional development for special educators.

Professional development is provided through the IDEA Part B grant at both a district and school level. Training in the areas of behavior, autism, assistive technology, goal writing, reading instruction, and language development have occurred at the district level. Technical assistance and embedded professional development is provided through the District Support team at the school level. The District Support team has specialists in the areas of behavior, autism, low incidence (e.g. Vision and Hearing Itinerants), assistive technology and alternate curriculum. These specialists train IEP teams in specific strategies to meet the needs of students with IEP's. Funding from the IDEA Part B grant also provides specialized interventions or instructional materials as required by the student teams.

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.

Professional learning:

Professional learning for the entire staff is ongoing and focused on researched-based strategies that improve student learning, providing opportunities for teachers and assistants to practice and improve their skills over time. Aligned with state and local academic standards, professional learning activities include curriculum development and training programs, and activities that provide teachers training to enhance team performance. Activities may be conducted by the district, building, team-sponsored, provided by an outside agency, or individually designed.

Teachers have release time during the work day (55 minutes per week) to meet for professional development activities. These "PD" Wednesdays provide opportunities to work in professional learning communities planning or reviewing data; foster collaboration among principals and staff who provide instruction, and provide opportunities for job embedded professional learning. Our Instructional Leadership Team is involved in the selection of professional development activities that enable them to better provide services to the most at-risk students. Built into the district calendar are 2 School Improvement Days, and three Institute Days, all focused on professional development. The district's professional development department maintains a schedule of professional development activities and establishes best practice for the embedded professional development time.

Recruit and retain effective teachers:

Through the screening and interview process we are recruiting diverse candidates who are highly qualified. All district school administrators collaborate with the district's human resource office to find candidates through referrals, job fairs, advertising, multicultural events, and student teacher cadres through partnership with local universities. In order to recruit and retain teachers who share our mission, we:

1. Encourage opportunities to advance in the field of education
2. Provide shared leadership opportunities
3. Provide student teacher placements
4. Inform teachers their eligibility for Stafford Loan Forgiveness Program
5. Use innovative practices with embedded professional development
6. Network with other professionals within education
7. Provide a climate of collaboration and support

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

Indian Prairie School District 204 is focused on preventing the achievement gap before it begins by investing in a high quality Preschool program. There are six Title I Preschool classrooms slated for the 2017 through 2018 school year. These classrooms will be housed at three of the Title I designated elementary schools. This will provide easier access to families in the attendance area as well as a kindergarten to fifth grade pipeline for students. Teachers will collaborate with grade level teachers as well as preschool colleagues to provide a high quality instructional program that allows for an easy transition to kindergarten. An Instructional Specialist has been secured to provide support and leadership as the teachers update the curriculum to align with adopted kindergarten standards to insure a progression of learning. Parent education and diagnostic support will be provided through two new part time positions funded through the Title I Grant. Additional instructional materials and resources will be used to further engage students as they learn to learn.