

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:

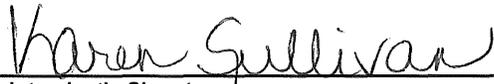
- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

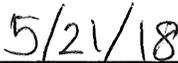
School Name:	Georgetown Elementary		
RCDT:	190222040262007		
Principal:	Janan Szurek		
Address:	995 Long Grove Drive		
City, ZIP code:	Aurora, 60504		
Telephone:	630-375-3456		
Email address:	janan_szurek@ipsd.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. Approval Date:
2017-2018	58.41%	NA	May, 2011

DISTRICT INFORMATION

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



Superintendent's Signature



Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Janan Szurek	Principal
Keath Murray	Student Services Coordinator
Kim Greenwald	Kindergarten Teacher
Jennifer Dominguez	First Grade Teacher
Elizabeth Kesler	Second Grade Teacher
Katie Dahlquist	Third Grade Teacher
JoAnn Winslow	Fourth Grade Teacher
Arlene Plaza	Fifth Grade Bilingual Teacher
Denise Jennings-Schaffer	Math Interventionist
Kristine Weidel-Porter	Reading Specialist
David Kalina	Gifted Teacher
Susan Johnson	Special Education Teaching Assistant
Julia Avila	ELL Teacher
Beth Cox	Bilingual Special Education Teacher
Maria Mink	Parent
Jennifer Kucera	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. Community in Schools summer program
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>.

Georgetown is an elementary school in IPSD 204, located in Aurora, IL. Our current enrollment is 540 students. Georgetown is a diverse school, with the following demographic student make-up: Hispanic 46%, Asian 5%, Black/African American 14%, White 28%, Multiracial, 7%, economically disadvantaged 58%, limited language proficiency 29%, and special education 17% as of 2016-17. Enrollment demographics have been consistent for the past 3 years, across all subgroups with the exception of limited English proficient, which has increased (this may be due to the change in exit criteria for English learners). Our mobility rate has also been consistent, hovering around 10% for the past three years. Teacher retention in 2015-16 was 86.4%, compared with 90.5% for the district.

Based on 2017 data, 66% of staff members have been teaching 9 or more years in the educational field. After analysis comparing staff and students' race and ethnicity, we identified that several subgroups of students are not mirrored by staff members. For example, 46% of our student population are Hispanic or Latino while 18% of the certified staff fall into that category. We also identified that the African American population of students which is 14% is underrepresented among the 0% of certified staff members. Staff population is 80% White and the student population at Georgetown is only 28% White.

Georgetown has more IEP students than the district or state averages. IEP student performance has been lower than the district and state in ELA. For students with IEPs in math, 2014-15 Georgetown was below district and state averages. In 2015-16 Georgetown was below the district average, but equivalent to the state average.

The number of office referrals at Georgetown has consistently been very high over the last several years. This prompted our staff to focus on ways to decrease this number. We have implemented a school-wide SEL program, 2nd Steps, and developed a school-wide staff PBIS team. This team has worked on our universal structures across the school by creating and implementing a structured school-wide incentive system, and by focusing on the consistent and school-wide use of CHAMPS. We have also restructured how we provide services for our students with behavior support plans. These strategies have proven effective as evidenced by a decrease of 160 infractions between 2015-16 and 2016-17 (down 16%). During both of these years, 79% of students had 0 or 1 infraction. This shows that the interventions that we have put in place have helped struggling students decrease their number of infractions. When we track cohorts of students, the number of infractions has consistently dropped from year to year. This indicates that the longer students are at Georgetown, the more they are able to make good decisions and follow the set expectations. A spike in the number of infractions was seen in the month of May for two of the three years of data. This increase was not present in May 2016, during which Georgetown used a school-wide incentive program. This indicates that our students tend to respond to positive reinforcement.

We predicted that as positive student behavior increased, achievement levels would also increase. This however has not been the case. When examining the 2016-17 AimsWeb data, it is noted that the number of students meeting expectations in literacy increased from fall to spring with the exception of 1st grade, with an average increase across grade levels of 21%, however, only two grade levels had 80% of students meeting expectations by the end of the year. There is a consistent pattern in the area of math with an average increase of 30% from fall to winter, but no grade level had 80% of students meeting expectations by the end of the year. This data indicates that our students are capable of making growth, but we have not figured out a way to close the achievement gap between Georgetown students and the rest of the district.

When examining PARCC scores, it is noted that there has been a decline in scores over the past three years. ELA scores declined by 8.7% and math by 6.8%. All grade levels demonstrate significant challenges and have failed to achieve grade level proficiency. Third grade has shown the least decline over the three year period while fourth grade has shown the greatest.

The data that we have examined has lead us to some common needs for Georgetown school:

- Teachers training teachers
- PD - resources, data analysis
- Guided instruction
- Individualized instruction, with grade level exposure
- Better understanding of what students are being asked to do on PARCC
- Start in primary grades - early intervention
- Pre-school at Georgetown
- Build a continuum of skills
- Time management and stamina
- GT Pride - recognizing students for stretching their thinking

4. Describe school wide 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.

Our end goal for Georgetown Elementary School is that students will be actively engaged in learning activities that support their personal growth. In order to accomplish this goal, we will implement the following the reform strategies (see Appendix A for more detailed information about different strategies).

1. Schedules will be built to maximize learning for all students.
2. Focus will be maintained on social-emotional learning (SEL) for all students through use of Kagan Structures, class meetings, and Second Step Curriculum.
3. Personalized learning will be implemented through the
 - a. use of differentiated small group instruction in academic areas (AVMR strategies, guided reading)
 - b. use of computer-based learning programs that adapt to individual student levels which provide instruction to remediate and enrich;
 - c. use of data to create, implement and support individualized learning
4. Rigorous professional development to support individualized learning (AVMR, Kagan, guided math, guided reading, computer-based learning programs like Dreambox, Lexia)
5. 12-month focus - after school/summer opportunities, extended day

One challenge that we face at Georgetown, outlined in the summary of our needs analysis, is that our students have had a high number of behavior infractions (referrals). We have seen many successes to reduce the number of unexpected behaviors in our school with the administration of social emotional learning standards embedded into our daily instruction. We will maintain this focus on the social-emotional learning for all students through the use of Kagan structures (cooperative learning instructional strategies), class meetings, and implementation of the *Second Step* social emotional curriculum.

In addition to supporting our students' social emotional development, we will continue to implement strategies and programs to increase our student achievement scores, as evidenced by benchmark assessments (AimsWeb Plus) and state standardized assessments (PARCC), which historically have been lower than the district average. In order to increase instructional time, schedules will be built to maximize learning for all students. In addition, to target discrepant student populations, we will adopt a focus on personalized learning. Personalized learning will be promoted through the use of differentiated small group instruction in academic areas (using tools, such as: AVMR strategies, guided math and guided reading). Students will use computer-based learning programs that adapt to individual student levels and provide instruction to remediate and enrich, thus targeting disparate student populations who are not achieving at grade level. Teachers will continually use AimsWeb Plus, PARCC, and formative data to create, implement and support individualized learning, thus meeting the individual needs of students who are underperforming.

In order for teachers to most effectively implement individualized and prescriptive teaching methods, we will provide rigorous professional development on AVMR, Kagan cooperative learning structures, small group guided math, small group guided reading, and computer-based learning programs like Dreambox and Lexia. Georgetown Elementary will engage in a 12 month learning plan, by offering extended day, afterschool and summer opportunities. Thus creating an all-encompassing supportive academic environment for students.

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.

Georgetown Elementary School takes pride in offering many opportunities and strategies to improve students' skills outside of the academic subject areas including (see Appendix A for more detailed information about different strategies):

- All classroom teachers provide a weekly lesson from the *Second Step* - social/emotional learning curriculum. This curriculum focuses on skills for learning, building empathy, emotional management, problem-solving and friendship skills.
- A Title 1 Teaching Assistant - focused on supporting students with social and emotional challenges
- Class meetings - daily meetings at every grade level that focus on the teaching and implementation of social emotional learning standards
- Kagan structures - cooperative learning structures, which encourage collaboration, team building, and curricular retention through the use of communal learning teaching strategies and positive social reinforcement
- PBIS - Positive Behavioral Interventions and Support systems- a program which encourages schools to pre-teach expectations to students, and reward students for following those expectations through the use of positive reinforcement tokens. In addition, provides educators a framework with which to evaluate and assess behavior, and supports the staff in identifying and addressing discrepant behavior.
- Because we have 1.5 Full Time Equivalent social workers in the building, we have developed our Blended Classroom to support students with social and emotional challenges. This is a space dedicated to students who need a place to cool down, work in a low sensory environment, and learn social emotional coping strategies, so that they can re-enter the classroom ready to learn.
- WVHS Connections (twice a month) - A program that utilizes high school students as mentors for elementary students. They read, play games, and spend time with the students helping them with academic and social tasks.
- Reading buddies
- New kids groups facilitated by a staff member to orient new students to our building.
- Check-in/Check-out - a program that pairs students struggling (usually with behavior) in school with one staff member. They meet before school to review expectations, and at the end of the day to reflect and debrief.
- Cross-grade level mentoring - intermediate students spend time with younger students often supporting them with learning tasks.
- Scheduling to promote integration of bilingual classrooms - Schedule times of day/ classes where bilingual students can integrate with the other students.
- Paws for reading - Dogs come to school. Students read to the dogs to practice reading.
- Lunch bunches with staff members - Students meet with staff members to debrief and reflect on their social emotional needs.

Many club/ organizational opportunities are offered to our students throughout the year:

- Student Council
- Safety Patrols
- Chorus
- Robotics
- Art Club
- Athletic (volleyball, running, basketball)
- Young Gentleman's Club - A club that focuses on teaching social emotional learning standards to boys.
- Fun & Games Club (K and 1st) - An after school club to teach social skills and teamwork through fun and games

Parents are encouraged to connect with Georgetown School in various ways:

- Dads/Moms at recess
- Parent volunteers at all holiday parties
- Monthly PTA meetings and events
- Monthly Latino parent night - Parent education around school topics for Latino parents.
- African-American Café - African American parents met to discuss the needs of the African American students and implement action steps towards increasing their achievement and sense of belonging.

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.

7. Specify any activity information regarding the implementation of a school wide 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 Plus 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.

Georgetown Elementary School utilizes a PBIS framework to provide positive behavioral supports to students. At the Tier 1 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. Georgetown also utilizes the Second Step Program, which is a social/emotional learning curriculum that helps students gain the skills and know-how to be kind, caring, and responsible members of society. Kagan class-building and team-building activities are utilized frequently to also support a positive and caring learning environment. In addition, Georgetown has also paired with Waubonsie Valley High School students as mentors every other Wednesday for grades K, 1st, 2nd and 3rd.

CICO (Check In - Check Out) is used as a Tier 2 intervention. This strategy connects struggling students with an adult mentor/ cheerleader within the school who checks in with them at the start and end of the day. Often student in CICO have individualized behavior charts targeting their specific areas for growth. Regular parent communication is achieved through these daily charts, emails and phone calls. We incorporate restitution and collaborative problem-solving when working with students who demonstrate unexpected behaviors in the school setting. Targeted boys are invited to the Young Gentlemen's Club, which provides input from male role models in the building to our young boys. Utilization of calming breaks and targeted social skills groups are often used as Tier 2 interventions

Students requiring further Tier 3 social emotional intervention are given supports through our school social workers and psychologists to address specific skill deficits. Many students have individualized behavior support plans, are provided targeted social and coping skills training, are given multiple sensory supports, and have access the blended classroom (a space for calming, processing and an alternate work space).

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 3 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 2017-18 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.

APPENDIX A

In order to meet the challenging state academic standards and create opportunities for all students, Georgetown Elementary School will be increasing student engagement and building stronger relationships within our 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 insure that students understand expectations	Building wide implementation of CHAMPs to insure that students understand expectations
Positive Behavioral Interventions & Supports (PBIS)	Provide positive classroom and building environments	Provide positive classroom and building environments
Brain Breaks - e.g. GoNoodle, Kagan class-builders	Provide students movement throughout the day	Allows students to social interaction
Zones of Regulation	Common language that helps students build skills to get back to the green (ready to learn) zone	Helps build empathy as students learn that 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; SmartBoards in all classrooms; 1:1 Chromebooks/laptops	Students learn social media etiquette
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
Bus Buddies		Older students paired with kindergarten students to help with bus routines.
Dads at Recess	Students have opportunity to play in small groups with another trusted adult	Provide male models to students in an educational environment. Encourages dads to be involved in children's education
Extended Day	Opportunities for students to practice reading and math skills	Helps small groups of students work with students with similar needs
Kagan Win-Win Discipline	Responsibility-centered discipline providing step-by-step strategies to minimize classroom disruptions/ behaviors	Promotes student responsibility for own behavior, creates safe, comfortable learning environment

Blended Classroom	Classroom/space co-facilitated by special education teacher and social worker; provides social/emotional and behavioral supports for students who need it, including scheduled or "as-needed" breaks (e.g. calming, sensory), alternate work space, use of zones of regulation
Class Meetings	Teach students that they are part of a classroom community within a larger school community. Helps students to take ownership for their actions by involving them in the process of understanding and questioning rules, guidelines, limits, and consequences.
Collaborative Problem-Solving	CPS coach, teacher, and student work together and learn to resolve problems in a collaborative, mutually satisfactory manner. Focuses on what skills are lagging and collaboratively discuss and implement supports/strategies to help student learn these skills.
Makerspace	A makerspace is a collaborative work space in the LMC for making, learning, exploring and sharing that uses high tech to no tech tools. These spaces help foster development of critical 21st century skills in the fields of science, technology, engineering and math (STEM) by providing hands on learning while developing critical thinking and collaborative/cooperative skills.