

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:

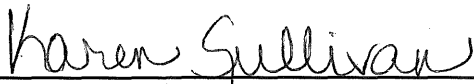
- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	Longwood Elementary		
RCDT:	190222040262002		
Principal:	Tracey Ratner		
Address:	30W240 Bruce Lane		
City, ZIP code:	Naperville, IL 60563		
Telephone:	630-428-6789		
Email address:	tracey_ratner@ipisd.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. Approval Date:
2017-2018	49.86%	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@ipisd.org



 Superintendent's Signature

5/21/18

 Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Tracey Ratner	Principal
Jared Folley	Student Services Coordinator
Malia Lee	Interventionist
Paul Stagaman	Second Grade Teacher
Paul Gavras	Fifth Grade Teacher
Carol Bramstedt	Reading Improvement Teacher
Stephanie Vera-Klein	Special Education Teacher
Anne Mata	Kindergarten Teacher
Sandra Karas	Reading Improvement Teacher
Donna Kouri	LMC Director
Luz Padilla	ELL Teacher
Karen Mireles	Special Education Teaching Assistant
Ashley Wooden	Parent
Namita Ruffin	Parent
Aniela Rhodes-Ta	Parent
Kathi Wieringa	Parent
India Carlisle	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 development
 2. College of DuPage providing adult English as a Second Language 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>.

Our leadership team learned a great deal about Longwood, our students and our current realities through our comprehensive needs analysis, leading to conversations about how our efforts are helping, hindering or not impactful enough for our students.

Longwood is a diverse school, which presents both unique challenges and unique opportunities. Currently, we have 23 languages spoken in the homes of our students, as reported to us through required home language surveys. Our school population has seen an increase in Asian/Indian students (up 5% over the past four years), an increase in Black/African American students (up 5% over the past four years), and a decrease in Hispanic/Latino students (down 10% over the last four years). Our Caucasian population has remained stable. Over the past three years, our free and reduced lunch population (based on family income), has increased by 10%. Due to shifting demographics, we saw an increase in our LEP (Limited English Proficient) population during the 2017-18 school year. During the 2016-17 school year, about 17% of our school population was considered LEP. During the 2017-18 school year, we saw an increase of 7% in our LEP population, leading to 24% of our population being considered LEP. This has implications for the way we teach and reach our students. Our students are coming to us from different perspectives and with different experiences, many of which are different than staff's personal experiences and the experiences of their classmates.

In the 15-16 school year, we had sixteen female teachers and five male teachers, in the 16-17 school year, we had sixteen female teachers and six male teachers and in the 17-18 school year, we have fifteen female teachers and sixteen male teachers.. Out of these teachers in 15-16, 1 was Hispanic/Latino, 19 were white and

1 was race unknown. In 16-17, 1 was Hispanic/Latino, 19 were white, and 2 were race unknown. During the 17-18 school year, we have 1 Hispanic/Latino teacher, 1 black/African American teacher, 17 white teachers and 2 whose race are unknown. In our discussions, we noted the importance of our working toward our teacher demographics better matching the demographics of our students. We will continue to work towards having our staff demographics reflect our student demographics.

Attendance and tardies can greatly impact students. During the 2016-17 school year, 92.9% of our Kindergarten students attended school 95% or more of the time. Likewise, our numbers in other grade levels were 95.9% in first grade, 94.9% in second grade, 93.8% in third grade, 94.6% in fourth grade and 96.4% in fifth grade. Approximately 5.2% of our students were considered chronically truant, which means they missed 5% or more of the school year. Our tardy data was gathered by looking at students who were tardy to school 5% or more of the time. During the last school year, 19% of our Kindergarteners were tardy according to this benchmark, 20% of our first graders, 25% of our second graders, 30% of our third graders and 10% of our fourth graders. These numbers are significant when we consider how much instructional time is lost for some of our students due to absences and tardies.

Our data also confirmed that there is a large part of our community that is transient, and this ultimately impacts our students' education. Longwood Elementary School has the highest number of rental residences in the district and the lowest number of owned residences. Prior to beginning the 2017-18 school year, we had 46 new students register with us, which is 13% of our total population. This transiency is not limited to the summer only. We commonly gain more students than we lose in September, January and April, based on the last three years of data. For example, during the 2015-16 school year, we added a total number of 23 new students and lost 27 new students throughout the year. The following year in 2016-17, we added 22 new students throughout the year and lost 27 students.

It is not uncommon to see some of this transiency play out in area of behavior, as some of our newer students struggle and have office referrals. Over the past few years, the number of office referrals per year has significantly declined (2014-15 was 625, 2015-16 was 351, and 2016-17 was 289) due to many layers of SEL programming such as community meetings, social thinking language, restorative justice practices, relationship building, integration of SEL into the core curriculum, cooperative learning structures and more. However, this year we have seen a higher number of new students joining the Longwood community, and we have noticed that some of our referrals are from students who are new to us. In addition, our current referral data, compared to last year at this time, is showing that we are 30% above where we were last year at this time. When examining our subgroup referral data from the 2016-17 school year, our Asian population had 1% of the referrals, our Hispanic/Latino population had 12.9% of the referrals, our 2 or more races population had 9.1% of the referrals, our African American population had 57.1% of the referrals and our white population had 19.9% of the referrals. To look at some other subgroups, males had 83% of referrals while females had 17% of the referrals. Our free and reduced lunch population had 47% of the referrals, special education population had 21% of the referrals and our LEP population had 13% of the referrals.

As far as achievement, it is often difficult to discern which subgroups are more at risk because many of our students fall into multiple subgroups. During the 2016-17 school year, our data shows that 42.6% of our students were proficient in ELA, compared to 54.4% of the district and 36% statewide. Our data shows that 37.4% of our students were proficient in math, compared to 59.6% of the district and 34% statewide. As noted through our Aimsweb data, our students continue to make growth throughout the school year. For example, from Fall to Spring for the 2016-17 school year, our second through fifth grade students made growth above the 50th percentile. To break that down further, our second grade students' median percentile growth was 75% (compared to the district at 75%), third grade was 60% (compared to the district at 65%), fourth grade was 55% (compared to the district at 55%) and fifth grade was 70% (compared to the district at 65%). Our ELA data shows that our second grade students' median percentile growth was 55% (compared to the district at 65%), third grade was 55% (compared to the district at 55%), fourth grade was 55% (compared to the district at 65%) and fifth grade was 60% (compared to the district at 55%). Although students may not necessarily change tiers (red to yellow, yellow to green) throughout the school year, the majority of our students make personal growth. Many of our teachers are currently implementing guided groups in one or more core subjects. This is important to note in light of student growth and achievement. We have seen that whole group instruction often is not beneficial for our students for both academic learning and in building academic stamina.

Just as we have a diverse student population, we have a diverse parent population. Our teachers do a phenomenal job of trying to reach all parents in different ways, such as through email, Class DoJo, through volunteer opportunities, phone calls, parent teacher conferences and more. During the 2016-17 school year, we had 95% parent attendance during parent teacher conferences in November. Most of our parents find a way to

be involved in a way that works for them and the restraints they may have within their lives. However, parent participation at events and in our PTA is not representative of the diversity we currently have at Longwood.

In summary, Longwood has much to celebrate, including our wonderfully diverse students, yet we still have many areas to work on and improve. Our data points very clearly to our need to differentiate, personalize and individualize instruction for our students for a variety of reasons.

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.

Longwood Elementary School Reform Strategy:

All of our students will be actively engaged in learning activities that support their personal growth. This connects directly to our need for students to be challenged at their level in math, reading and in social-emotional learning. As our data shows, our students come to us with all different abilities, at all levels at all different times throughout the school year. In order for each student to make personal gains, we must organize our school for personalized learning.

In order to do this:

1. The master schedule will be built to maximize learning for all students, including specials blocks, core academic learning blocks and time for social/emotional learning.
2. Focus will be maintained on SEL for all students through use of Kagan Structures, PBIS, class meetings, a focused SEL Curriculum, and multi-tiered levels of SEL support.
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. 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.

Longwood Elementary School uses and will continue to use the whole child approach when working with students. This approach encompasses both academics and social/emotional well-being. In order to support our multi-tiered systems of support for students, the following activities/support are available to Longwood students:

- 1.0 social work FTE - This allocation allows us to provide Tier I supports to all students, as well as instructional groups at Tier II and individual support at Tier III.
- School wide Title I Facilitator - Our school wide Title I Facilitator assists in restorative justice practices with student discipline and helps manage the important social/emotional building time of lunch and recess. The facilitator also helps provide outside opportunities for students to get involved in at the school and leads our PBIS and Check In/Check Out program.
- Title 1 TA's focusing on both academic and behavioral support- These TAs focus on small group instruction in math, reading and social emotional skills across all grade levels.
- Class meetings - All of our classrooms utilize classroom meetings to build social emotional skills and community within a classroom. Many are student led.
- Kagan structures - Our teachers have been trained and coached in Kagan Cooperative learning structures, which enhance engagement and social emotional skills.

- PBIS - Our Positive Behavior Supports and Interventions program gives us a schoolwide language to use and promotes positivity when shaping students' behavior.
- Check-in/Check-out - This program, through PBIS, allows students to receive positive and critical feedback throughout their day with all adults in the building.
- Extended Day - This program helps support the upper grades in reaching common core standards in both math and reading.
- Club/Camp Invention - These programs provide our students the valuable opportunities to collaborate while learning more about science, technology, engineering and math.
- Positive office referrals - We continually recognize students for positive behavior.
- Small group Social-Emotional Learning - We layer supports for our students so they can work with a small group on a lagging skills that they have and then transfer their new skills into their school day.
- Pride Guides for new students - We introduce new students and families to a staff member who will help with their transition, check in with their students and provide information about the school and upcoming events.
- Second Step - This curriculum is utilized to teach all students social and emotional skills they will need in the classroom and in their future ready careers.

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).

Each Spring, our school hosts a "College Week" where our students get to talk with current high school students, college students and be exposed to the dedication needed to make college a reality. Students are also able to virtually tour college campuses and experience a college type class. The purpose of this week is to promote our college going culture and help our students know that college can be a reality for them.

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.

Longwood 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 and utilize the Second Step Social Emotional Learning program. 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 which addresses the specific skill deficit needed.

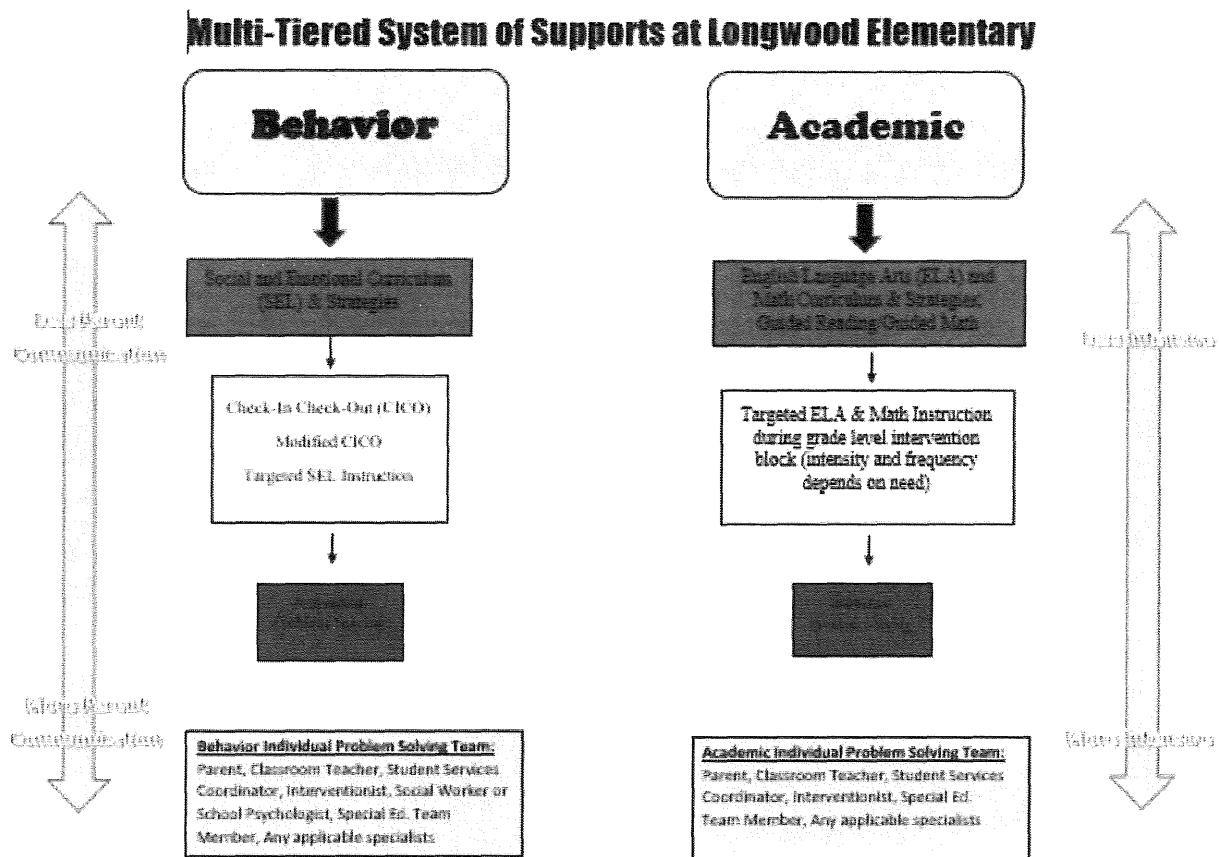
Currently Indian Prairie School District 204 is working with CASEL (Collaborative for Academic, Social and Emotional Learning) to develop a vision and systemic approach to the instruction of social emotional skills.

IDEA:

Indian Prairie School District 204 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.

Please see Longwood Elementary School's Multi-Tiered System of Supports flowchart:



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

At Longwood Elementary School, our Instructional Learning Team (ILT) helps plan professional development on Wednesdays in the building. Often times, the ILT gathers information from the building in correlation to our mission and vision and decides what our professional development will look like. This includes data review meetings, professional learning teams, professional learning communities and various trainings.

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.