

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:	Bower Elementary School		
RCDT:	190222000262016		
Principal:	Bridget Moore		
Address:	4S241 River Road		
City, ZIP code:	Warrenville, IL 60555		
Telephone:	630-393-9413		
Email address:	bridget.moore@cusd200.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2023-2024	33.49%	Yes	June 14, 2023

DISTRICT INFORMATION

District Name/Number:	Community Unit School District 200 19022200026
Superintendent:	Dr. Jeff Schuler
Telephone:	630-682-2000
Email address:	jeff.schuler@cusd200.org

Superintendent's Signature

Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Bridget Moore	Principal
Katie DeLaRosa	Asst. Principal
Sherry Snyder	Resource teacher
Danielle Griessler	School Psych
Katina Kastrantas	Multilingual Learner Teacher
Katrina Ryckaert	Special Education
Jen Keeler	Reading Coach
Vickie Petmezas	Kindergarten Teacher
Melissa Lamkin	Grade 1 Teacher
Megan Kelleher	Grade 2 Teacher
Alison Thurm	Grade 3 Teacher
Kelley Heatherington	Grade 4 Teacher
Marissa Tiburtini	Grade 5 Teacher
Danielle Moran	Director: Elementary Instruction

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:

- Not applicable

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

- A needs assessment was conducted during the 2022-2023 school year with the Bower School Improvement Team. The team examined student achievement data including IAR and ISA data and achievement gaps between low income and non-low income students. The team examined local assessment data (Fastbridge) in grades K-5, SEL school connectedness survey data, school demographics, and 5 essential survey data.

4. Describe schoolwide reform strategies in narrative form to include the following:

- 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;
- 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
- 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.

Bower School offers a rich academic program for all students centered around a District-approved curriculum in all subjects designed to meet state standards. All students in grades K-2 receive 135 minutes of ELA instruction daily (half day Kindergarten receives 60 minutes) and students in grades 3-5 receive 90 minutes daily. Students in grades 1-5 receive 90 minutes of math instruction daily (full day Kindergarten receives 60 minutes and half day Kindergarten receives 30 minutes of math instruction daily). During the school day, additional instructional support in reading is given to students at risk of not meeting state reading standards by a reading specialist or resource teacher, using research-based materials such as Foundations, Lexia, and Rewards. For math, there is an instructional coach who works with K-5 teachers, coaching them on best practices, providing differentiated instruction to small groups as well as providing tiered interventions along with the Title I math interventionist for students in need of more intense interventions. The reading specialist and math coach work with the general education staff to provide more differentiation to better meet the individual needs of all students.

Bower School has a diverse population that includes 33.49% low income students, and 17% ML population. ML support is provided, using both push-in and pull-out models, where students work to improve their listening, speaking, reading and writing skills. Bower also offers enrichment in language arts and acceleration in math (PACE program) to identified gifted students using District 200 criteria. Bower's School Improvement Plan, created by a committee of Bower teachers and administrators, through in-depth data analysis, provides a road map for instructional improvement efforts each year. This year, the reading goal focused on phonemic awareness and foundational skills and the staff completed a book study on Shifting the Balance: How to Plan for Differentiated Reading Instruction to better understand the major shifts in reading instruction. In math, the focus is on implementing the math resource, Illustrative Math, including an additional 30 minutes a day focused on fluency instruction. This additional 30 minutes is also time for additional Tier 2 or Tier 3 interventions if needed for identified students needing extra support, provided by a math coach or interventionist. All teachers participated in professional development on how to adapt math lessons using learning goals, and ML teachers were trained in using math language routines to better address the needs of ML 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.

Bower School developed school wide social emotional learning goals as part of their school improvement plan. These goals were focused in the areas of building positive relationships, behavioral wellness, emotional wellness, and mindset. The Bower staff conducted a needs assessment of their students to learn if all students had a trusted adult at school and then created an action plan for any identified students who were not fully connected to the school setting. Tier 1 behavioral classroom strategies were implemented this school year, and staff were provided training during the August Institute day, and ongoing throughout the school year during staff meetings. This training provided teachers with a Tier 1 behavioral framework based on schoolwide expectations for success, and ways to correct misbehaviors in positive and consistent ways. Counseling and mentoring services were provided by the full time school psychologist and school social worker. Bower School also implemented a new behavior risk screening tool (SAEBRS) to identify students at risk for social emotional/behavior problems and monitor whole school social emotional/behavior wellness.

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 to Bower Elementary School.
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.).

Bower School follows the District plan for Multi-Tiered Systems for Support for both academics and behavior. The School Improvement Team has developed a strong Tier I school wide behavior program, Guidelines for Success, which establishes expectations for behavior, both in common areas of the school and classrooms, and then reinforces them. Classrooms are set up to create positive physical environments. Positive climates are built within classrooms and positive relationships are formed. Students who struggle with meeting behavioral expectations are placed in Tier 2 interventions such as Second Step. Tier 3 includes the development of an Individual Behavior Plan. Bower School also implemented a new behavior risk screening tool (SAEBRS) to identify students at risk for social emotional/behavior challenges, and to monitor whole school social emotional/behavior wellness.

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.

Teachers have had a number of professional development sessions this year targeting goals set in their School Improvement Plan. In reading, teachers participated in a book study on Shifting the Balance: How to Plan for Differentiated Reading Instruction to better understand the major shifts in reading instruction. In math, teachers were provided with training on the new Illustrative Math resource including:

- Adapting a Lesson Using Learning Goals (strategies for making adaptations to lessons, based on the learning goals, in order to maintain pacing; for classroom teachers)

- Enhancing Access with Universal Design for Learning (instructional strategies that enhance access and challenge for students with disabilities)
- Inviting All Students to the Math (strategies for providing all students access to grade level math)
- Understanding Math Content Progressions Across Grades (learning the mathematical progressions to plan for student learning across grades and across a unit; for teachers of gifted students)

Teachers are members of Professional Learning Communities (PLC). They review student data on formative and summative assessments, enabling them to plan instruction and group students to better meet the needs of all. These PLCs meet biweekly, and specialists attend as well, so that classroom teachers can co-plan together and examine data with specialists.

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 Bower Special Education Team meets with Jefferson Early Childhood personnel to plan how best to meet the needs of students transitioning from Jefferson preschool to Bower Kindergarten. The Bower Staff hosts a Kindergarten Roundup annually in the spring for parents of children attending Kindergarten the following fall. Parents are apprised of the Kindergarten program as the skills they can work on with their children at home that will allow a smooth transition to Kindergarten. A Kindergarten Handbook in English and Spanish is provided to all parents, which contains pertinent information to the Kindergarten program, curriculum overview, how to prepare for Kindergarten, and the importance of regular attendance. Information on developmental screening assessments, the multilingual learner program, and Bower's special services team is also provided. Incoming Kindergartners are invited to a Kindergarten Visit before the first day of school, where they visit a Kindergarten classroom and gain a sense of the daily routine.

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.