

2023-2024

New Berlin Elementary School
 Schoolwide Plan
 Section 1114, Every Student Succeeds Act

School Information

School Name:	New Berlin Elementary School
RCDT:	510840160262001
Address:	600 N. Cedar
City, State, Zip Code	New Berlin, IL 62670
Telephone	(217) 488-6054
Principal	Brandi Maxedon
Email Address	bmaxedon@pretzelpride.com

Planning Year	Poverty Rate at Board Approval	40% Waiver	Local BOE Approval
2022-2023	28%	Yes	05/18/2023

District Information

District Name	New Berlin CUSD 16
Superintendent	Mrs. Jill Larson
Telephone	(217) 488-2040
Email Address	jl Larson@pretzelpride.com

 Superintendent's Signature

 Date

Schoolwide Plan Components

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

Name	Representation
Brandi Maxedon	Principal
Shelley Haas	Assistant Principal
Kim Pearce	Reading Interventionist
Jamie Brown	Reading Interventionist
Peyton Kirkpatrick	Social Worker
Renee Cooper	Teacher
Emily Sworobowicz:	Parent
Liz Birch	Parent

2. If applicable, please indicate 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: N/A

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

a. Include a copy of the document used to conduct the needs assessment.

Local stakeholder meetings and surveys were also conducted over the course of the school year on topics including: reading professional development, training in how to utilize interventions, prioritizing enrichment activities, and more individualized support for those that need it. Survey data, sign-in sheets, agendas, and SIP evaluations on file with each building administrator. Specific to ELA programming and instruction, a literacy consultant will be utilized to provide teachers training reading research, whole and small group boot camp, and running records. The consultant will observe teachers in their guided reading instructional practices and provide coaching to teachers. This training will increase fidelity of implementation and improve the use of formative data collected from the assessment as well as improve small group instruction.

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;

The staff at New Berlin Elementary supports the development of the whole child from kindergarten to fifth grade. Priority is placed on guiding and developing self-awareness and self-management

skills to achieve school and life success. Ongoing data is reviewed to shape, inform, and drive the instructional needs of all the students.

All students are taught the core curriculum lessons and in-class supports are used to reinforce further learning needs. The elementary master schedule has a dedicated intervention block of 30 minutes where all K-5 students are provided small group time where students work on individual learning goals that are based on formative and summative assessments. Instructional support is provided throughout the day with the most at-risk learners being provided services and supports that lead to instructional growth.

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

New Berlin Elementary School teachers use the Common Core State Standards to establish grade level curriculum for ELA (Reading and Language Arts) and math. Below are listed a variety of effective methods and instructional methods used by our teaching staff.

- Phonology/phonics
- Accountable talk
- Unit of Study
- Shared Reading
- Small Group Reading focused on targeted skills
- Small Group Math focused on targeted skills
- Depth of Knowledge questioning techniques
- Guided Writing
- Classroom intervention block: all subject areas
- Title 1 Reading Interventions: push-in and pullout
- Title 1 Math interventions: push-in and pullout
- Use of technology to reinforce targeted skills
- Classroom Community Time
- SEL lessons with social worker & classroom teacher

Many different research based programs to supplement the curriculum. Teachers look closely at data and collaborate with each other to decide what interventions best meet the needs of at-risk students or students who are not meeting the challenging state academic standards. Students are continuously monitored throughout the school year to determine if changes need to be made. The following researched based programs are used for reading and math intervention:

Resources used to match student needs:

- Reading Recovery
- Rasinski Fluency
- Fountas and Pinnell Leveled Literacy Intervention
- Michael Heggerty's Phonemic Awareness
- 6 Minute Solutions
- Jan's Richardson's letter tracing
- Really Great Reading: Countdown Phonics
- Intense letter work based on Jan Richardson's research
- Reading A-Z
- Close Reading

- HMH classroom intervention lessons
- Savvas classroom intervention lessons
- Prodigy
- IXL
- Rocket Math
- Everyday Math Online: ConnectEd
- Panorama (SEL)
- Purposeful People (SEL)

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.

All students kindergarten through fifth grade participate in a school-wide screener three times a year to determine strengths and reading/math deficits. These universal assessments are administered and scored through a matrix in the fall, winter, and spring. Each student's scores are reviewed and used to develop tiers as determined through the district's Rtl process to further analyze and determine the learning plan needs of each student.

In addition to classroom support, students who have been identified as being at risk of not meeting the challenging State academic standards may also participate in Literacy and Math Support. As an added intervention, trained staff members will work with small groups of K-5 students targeting specific areas of need. Plans for students identified needing Tier 2 and 3 support may include additional intervention services as follows:

- Push-in reading specialist and special education support provided to kindergarten through fifth grade students to increase the differentiated support
- Pull-out support to provide intensive small group Instruction
- Small group instruction provided by the classroom teacher to increase intervention support both during reading/math and during the intervention block time

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

The goal of New Berlin Elementary is to provide a safe and positive learning environment for the students, teachers, and staff. Each grade level participates in classroom social-emotional learning during the school year. Classroom guidance series are age appropriate and universal lessons that every student experiences. Weekly, students participate in SEL lessons guided by the classroom teacher using the curriculum *Purposeful People*; these lessons are aligned to the Illinois Social Emotional Standards. In addition, students participate in classroom SEL daily during community time. By the time a student has completed K-5th grades at NBE, they will have met all age appropriate learning standards. In addition to each grade level series, the social worker does one theme week per quarter during which every classroom will have an additional lesson related to the theme (1st Q- Expectation Stations (PBIS); 2nd Q-Red Ribbon Week; 3rd Q-Friendship Week; 4th Q-Where I Wanna Be Week (with teacher appreciation week)). Finally, the social worker may also teach additional lessons throughout the year to address specific classroom needs. Additional classroom guidance topics often include: Personal Safety, Focus and Attention, Conflict Resolution,

Character Education, Test Anxiety, Personal Space, Tattling, Emotion Regulation, and other lessons as requested by teachers.

The implementation of Positive Behavior Interventions and Supports (PBIS) System provides New Berlin Elementary with a Tier 1, schoolwide system that guides consistency in expected behaviors that result in students being safe and prepared to learn. As a part of the PBIS program, there is a school wide token economy system used to reinforce the positive behavior. Along with the Tier 1 system, additional school wide counseling activities take place at each grade level. As the year progresses teacher referrals and the Panorama needs assessment further determines trends, areas to monitor, and students to support. Students needing Tier 2 (small group interventions) or Tier 3 (intense one-on-one interventions) support participate in activities such as Check In Check Out (CICO) or SEL small groups, or individual counseling. School improvement goals and commitments are set to further guide the professional development needs of the staff in order to become a more trauma informed professional learning community. To further assist with the needs of students in Tier 2 and 3, the school will continue to receive training on the Zones of Regulation, and implement the method to further support students in the area of self-regulation to support social and emotional needs.

- 6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).**

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

- 7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).**

New Berlin Elementary School will continually monitor and improve upon their academic standards to ensure the high level of rigor for all of their robust programs. Through ongoing collaborative conversations, in-depth data review of systems will be used to identify the root cause of achievement and growth, evaluate the core curriculum as well as its secondary and tertiary supports for learners to address and increase. All staff will continue to receive systematic, explicit professional development to support staff in understanding how to teach the core curriculum and differentiate instruction for all students, time to collaborate, instructional coaching support and support for principals and their leadership teams. In addition, teams will work together to address and increase student achievement, behavioral practices and social emotional supports for all students. It is our hope students will gain support from each other, enhance their engagement and develop the foundations of societal preparedness.

New Berlin Elementary School uses a Multi-Tiered Systems of Support (MTSS) to prevent and respond to student behavior. Social-Emotional Learning Standards, Positive Behavior Interventions and Supports (PBIS) and restorative practices are components of the system. MTSS provides three tiers of intervention and problem solving processes for students both academically and behaviorally. The tiers provide a layered approach to intervening with additional evidenced based interventions and progress monitoring.

Tier I provides prevention and core curriculum/instruction for all students. Tier II interventions are in place for those needing more opportunities and supports than provided to all students. Tier III is for those few students who are needing more intensive support in addition to receiving Tier I and Tier II. These systems utilize a proactive approach to establish supports for all students in school to achieve social-emotional and academic success.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Through Professional Learning Communities and School Improvement days, New Berlin Elementary School provides ongoing professional development and activities for teachers, paraprofessionals, and other school personnel to improve instruction and use data from academic assessments. Through the School Improvement Planning process, New Berlin Elementary has outlined three goals: 1.) Strengthen the school-wide social-emotional environment, 2.) Increase student growth and achievement in literacy, 3.) Increase student growth and achievement in numeracy.

The school improvement days (4 half day training, 4 full day and 5 - 2.5 hour early dismissals), as well as team time meetings, grade level meetings, and mentor training are all designed to guide the professional development of all teachers. The following outlines professional development topics/trainings that have been an area of focus for the 2023-2024 school year:

- Year 2 - with literacy consultant provided direct professional development for the year after a Year 1 literacy cohort received professional development
- School-wide Savvas Literacy Implementation Check Year 3
- School-wide HMH Literacy Implementation Check Year 3
- Year 2 - with math consultant on math practices and extended response
- Schoolwide Math curriculum selection
- Monthly Grade Level meetings
- Weekly teacher collaboration
- KIDS training for Kindergarten teachers
- ELL: How to use the Can-Do Descriptors
- Common Core Standards: Prioritizing, Unwrapping, and Developing Learning Progressions
- Fall Data Review
- Winter Data Review
- Running records guiding our small group instruction
- Teachers Student Accountability/ Engagement/ and Discussions
- Data Analysis - Analyze, reflect, and plan based on universal data
- Vertical alignment of Math and ELA Standards
- All Teachers End of Year Data Review and Celebrations
- Establishing and sustaining a system for multi-tiered system of supports
- Mitigation/Intervention small group development based on universal data
- Math fluency - Understanding, assessing, and practicing in the classroom
- Math Practices: C-R-A (Concrete - Representational - Abstract)
- Reading fluency strategies for practice
- Technology Integration
- Communication with Parents

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

The following activities will be conducted in an effort to support the district's Early Childhood programs:

The PreK Parent Coordinator will network with other programs in the state to find resources for parents. (May or may not have due to grant funding)

During Kindergarten Orientation night, parents will receive a list of kindergarten readiness skills and suggestions about how parents can help prepare children for Kindergarten.

In April, Kindergarten will provide orientation opportunities for incoming kindergarten students. Pre K students will visit Kindergarten classrooms in their building so they can better transition the following year.

PreK staff will meet with Kindergarten staff to discuss students and the best placement for each child.

Administration will meet with Pre K staff to discuss individual student needs to ensure the most appropriate kindergarten classroom placement.

ADOPTION

This School-Wide Title Plan has been developed jointly with, and agreed on with administrators, teachers, school staff, community members, and parent(s)/guardian(s) of children who attend the Title 1 school, as evidenced by

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This plan was adopted by the **New Berlin CUSD #16** on _____ and will be in effect for the period of the 2022-23 school year.