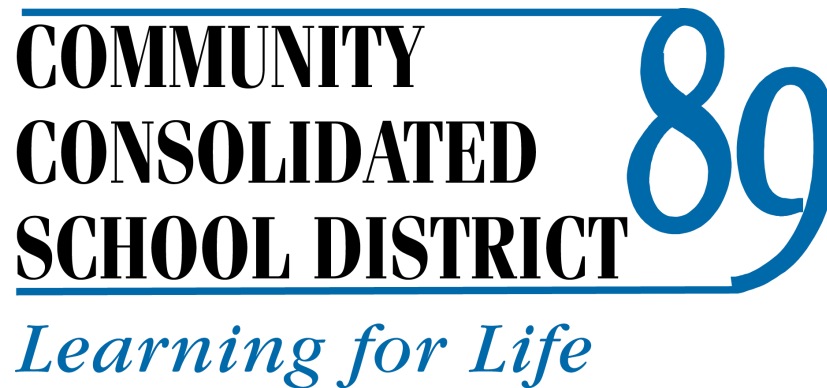


Title I Schoolwide Plan for

Briar Glen School

Glen Ellyn Community Consolidated School District 89

For the 2024-25 School Year



ILLINOIS STATE BOARD OF EDUCATION

100 North First Street, N-242

Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN

Section 1114, Every Student Succeeds Act

SCHOOL INFORMATION

School Name:	Briar Glen Elementary School		
RCDTS:	190220890042002		
Principal:	Mitch Dubinsky		
Address:	1800 Briarcliffe Boulevard		
City, ZIP code:	Wheaton, IL 60189		
Telephone:	630-545-3300		
Email address:	mdubinsky@ccsd89.org		
Planning Year:	Poverty Rate at Board Approval:	20% Waiver: Y/N	Local Board of Ed. approval date:
2023-24	23%	Y	10/21/2024

DISTRICT INFORMATION

District Name/Number:	CCSD89 19022089004
Superintendent :	Mr. Doug Eccarius
Telephone:	630-469-8900
Email address:	deccarius@ccsd89.org

 Superintendent's Signature

 Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Mitch Dubinsky	Principal
Stephanie McCleary, Karen Croci	Primary Grades
Erin Ricci, Vicki White	Intermediate Grades
Jessica Langman	Specialists
Emma-Leigh Strock	Psychologist

District Background

Glen Ellyn Community Consolidated School District 89 (CCSD89) is an elementary school district located in DuPage County, approximately 20 miles west of downtown Chicago. The five schools within the district educate nearly 2200 students from Pre-school to 8th grade. CCSD89 serves Glen Ellyn, as well as parts of Wheaton, and Lombard.

Students in the District come from a wide variety of backgrounds. There are approximately 200 English as a Second Language students each year. Additionally, the district has and increasing population of homeless families, and families who qualify for Free/Reduced Lunch program supports. Students speaking over 36 different languages contribute to a richly diverse community of learners.

The staff of CCSD89 is comprised of 150 teachers and 67 educational support personnel. Approximately 73 percent of the District's teachers have earned a Master's degree or more and all the teachers are classified as highly qualified. CCSD89's Board of Education, administration and staff are dedicated to provide the best possible education to all students.

Demographics

Briar Glen school is an elementary school of approximately 530 students serving grades Pre- K-5. A snapshot of the school report card shows the following demographic breakdown:

% Attendance	% Mobility	% IEP	% Low Income	% Limited English	% White	% Black	% Hispanic	% Asian	% Multi-Racial
95.5	8	18	24.1	10	65	4.7	13	11.7	5.1

Briar Glen school serves a diverse population. The implementation of programs and activities were chosen to meet the needs of all students to ensure all students meet the academic success of all learners, with special emphasis on low income, Black and Hispanic students and their reading, mathematics and social and emotional learning.

Comprehensive Needs Assessment

Each year we utilize the data collected from the 5 Essentials survey, input from our school Parent Teacher Council, and student council input to gather stakeholder input for school improvement. In addition we use student achievement data (NWEA MAP, Fountas & Pinnell, MAP Reading Fluency), social emotional screener data (BESS), and professional development survey data to plan our school improvement goals.

Areas of Strength and Goals For Continuous Student Improvement

Reading

In the Spring of the 2023-2024 School Year:

- 74.07% of all students grades K-5 were at or above the 50th percentile in Reading according to NWEA MAP with:
 - 61.02% of FRL students at or above the 50th percentile
 - 43.48% of LEP students at or above the 50th percentile
 - 45.76% of students with IEPs at or above the 50th percentile
 - 50% of Black students at or above the 50th percentile
 - 64.10% of Hispanic students at or above the 50th percentile
 - 74.47% of Asian or Pacific Islander students at or above the 50th percentile
 - 77.94% of White students at or above the 50th percentile

Reading Goals:

- 55% of all students in 1st through 5th grades will meet or exceed their NWEA MAP growth goal in reading from fall to spring
- 55% of all kindergarten students will meet or exceed their NWEA MAP growth goal in reading from winter to spring

Student Group (FRL, LEP, IEP & Intervention)

- Reading Spring: Identified student groups will reduce their disparity in performance relative to the student population as a whole by spring of 2025 as measured by NWEA MAP.

Math

In the Spring of the 2022-2023 School Year:

- 81.78% of all students grades K-5 were at or above the 50th percentile in Math according to NWEA MAP with:
 - 69.49% of FRL students at or above the 50th percentile
 - 56.52% of LEP students at or above the 50th percentile
 - 61.02% of students with IEPs at or above the 50th percentile
 - 62.50% of Black students at or above the 50th percentile
 - 65.38% of Hispanic students at or above the 50th percentile
 - 87.23% of Asian or Pacific Islander students at or above the 50th percentile
 - 86.76% of White students at or above the 50th percentile

Math Goals:

- 60% of all students in 1st through 5th grades will meet or exceed their NWEA MAP growth goal in math from fall to spring

- ❑ 60% of all kindergarten students will meet or exceed their NWEA MAP growth goal in math from winter to spring

Student Group (FRL, LEP, IEP & Intervention)

- ❑ Reading Spring: Identified student groups will reduce their disparity in performance relative to the student population as a whole by spring of 2025 as measured by NWEA MAP.

Social and Emotional Learning:

- ❑ Classroom teachers will establish regular morning meetings over the course of the 2024-2025 school year as compared to the beginning of 2023 through referrals to social worker, student-teacher relationships and/or office referrals.

Culture/Climate Goal:

- ❑ Increase student, staff and family engagement and belonging in the school community as measured by participation in activities, attendance at events, growth in 5 Essential survey data, and feedback from families, students and teachers.

Schoolwide Reform Strategies

Reading/Writing Goal - Strategies identified to reach each goal identified above.

- Teachers and students will collaborate/conference to develop student long-term goals into short-term goals that are attainable and measured in a developmentally appropriate manner (i.e., whole class, individual).
- Continued use of data driven and monitored flexible grouping for guided reading. Staff will intentionally plan with a focus on stamina and engagement using Universal Design for Learning.
- Teachers will lead professional collaboration with a focus on student improvement and data.
- Intentionally plan and provide culturally responsive and relevant literature for independent reading.
- The Multi-Tiered System of Support (MTSS) will be used to guide the problem solving process for the identification of students who require additional support with literacy skills.

Math Goal - Strategies identified to reach each goal identified above.

- Guide information processing and visualization through the use of Number Corner with fidelity in grades K-5.
- Teachers will lead professional collaboration with a focus on student improvement and data.
- Grade levels will increase exposure to vocabulary through various opportunities to develop a strong mathematical foundation.

- Teachers and students will collaborate/conference to develop long-term goals into short-term goals that are attainable and measured in a developmentally appropriate manner (i.e., whole class, individual).

Social and Emotional Learning

- Team Building Days will be dedicated to build a foundation of friendships, connections and sense of belonging for staff and students.
- School wide celebrations will be connected to classroom implementation of reinforcing positive behavior with the use of “Pawsitive Paws”.
- School wide stations to model Bulldog Behavior.
- Increase opportunities and participation for student engagement/leadership in extracurricular activities/clubs.
- Staff will connect restorative practices with responsive classroom strategies. This will lead staff to consistently build positive relationships to foster trust and a sense of belonging in our school community.

Parent Involvement Strategies and Activities - Culture/Climate Goal - Strategies identified to reach each goal identified above.

- One School, One Book will promote and enrich a school-wide shared reading experience.
- Support from the District 89 Parent Liaison will foster Home-School partnerships.
- Staff and PTC will partner in school community events to support Briar Glen families.
- Curriculum Night
- Provide opportunities for students and families to attend events (i.e., Literacy Night, Math Night, Career Fair, Open House, PTC sponsored events).
- Home-School partnerships will continue to help support classroom learning (i.e., WATCH D.O.G.S., guest readers, classroom volunteers, etc.).

Professional Development Strategies and Activities: You fill in information here for your school-

- Teachers will observe each other modeling guided math and reading along with their centers.
- Teachers will utilize the instructional coach to improve their teaching and student learning.
- During staff meetings staff will share best practice in math & reading and how they have been implementing Social and Emotional Standards.
- Principal and grade level teams will meet after each testing period to discuss intervention support and movement of support staff and interventions.
- During 90 Plan Time district days, the principal will discuss student support, curriculum and student data as it relates to the School Improvement Plan.

Opportunities for All Students to Meet Challenging Academic Standards

District 89 revised the [Strategic Plan for 2021-2025](#). The following goals will guide our work to address the needs and ensure the improved achievement of every single student:

- Academic success: CCSD 89 will provide an engaging and supportive learning environment that inspires every single student to reach their full potential.
- Social-emotional development: CCSD 89 will provide a welcoming educational environment where every student can develop confidence, empathy, and well-being.
- High-quality staff: CCSD 89 will hire, retain, and support a highly qualified workforce.
- Community engagement: CCSD 89 will cultivate meaningful partnerships with families and community agencies to enrich learning opportunities.
- Effective use of resources: CCSD 89 will use resources responsibly to provide safe schools where students have the tools they need to learn.

Using the strategic plan as the governing document to influence practice, school improvement goals have been developed to support the variety of learners within District 89. The following strategies serve as the foundation which all staff implement to meet the academic and social emotional needs of all students: Universal Design for Learning, differentiated instruction, standards-based grading, student goal setting, RtI/MTSS, Challenge program (for gifted learners), inclusionary practices. These efforts aim to eliminate inequities in achievement among student groups. District social workers and psychologists continue creating additional supports and interventions for students to support both their behavioral and academic needs. Finally, under the leadership of the district nurse, aligned and specific strategies have been implemented to decrease absenteeism.

CCSD89 has developed a comprehensive Academic Achievement for All guide which outlines the methods and instructional strategies that strengthen the academic and social emotional learning in all schools.

Maximizing the learning of all students is the goal of District 89. Enabling all students to learn to their highest potential is the foundation of every day practice in all of the district schools. This plan is intended to be dynamic, updated annually as new information and research is acquired. Careful strategic planning and aligned systems will allow staff to continue working with students and parents in order to eliminate achievement differences between student populations. A successful plan will reduce the discrepancy among student groups, allowing all students to learn and achieve at high levels.

When analyzing achievement, behavioral and attendance data, students from different demographic and economic groups perform differently. Teachers and administrators are working together to eliminate these gaps and ensure achievement for all.

When a student is identified as in need of additional support in academics and/or social emotional learning, the guide for Academic Achievement for All serves as a road map to assist in the decision making process when determining supports for students who experience difficulty. The following is a summary of the steps in the Academic Achievement for All guide utilizing the concepts of RtI/MTSS:

Benchmark assessments (NWEA MAP, AIMSWeb, Fountas and Pinell, Schoolwide Writing, and Curriculum Based Assessments) are administered at least three times a year to screen which students and which component(s) of literacy need further support.

The core program, or target areas, will be implemented with greater frequency and intensity in the areas determined by the assessment analysis.

Additional instructional support, in a small group setting, will be given during a pullout or push-in time during the school day. Our social worker, psychologist, intervention teachers, and support staff including Title I Intervention Paraprofessionals help support these interventions utilizing scientifically-based reading research strategies.

Adjustments in small group size (including one-on-one instruction) or the addition of another small group are other options for intervention.

ESL teachers work with students on their language acquisition and development. The ESL teacher(s) provide instructional support during small group pullout and push-in time during the school day.

Each school has a building-level team, grade level/department teams and MTSS problem solving teams responsible for the analysis of implementation and student assessment data, and decision-making regarding the need for further interventions.

Strategies to Attract High Quality, Highly Qualified Teachers

CCSD89 offers a competitive pay scale in DuPage County. We support our new teachers with multiple days of new teacher orientation prior to the start of the school year and professional development meetings throughout the year. We pair new teachers with mentors for a two-year mentoring program. Our grade level teams provide additional support and provide the opportunity for ongoing collaboration.

We have also placed quality programming that best meets our students' needs at the top of our priority list. This student-focus has attracted high-quality, highly qualified teachers who desire to work in a progressive, collaborative, and enthusiastic climate. To apprise would-be teachers of what CCSD89 has to offer, we advertise openings in our local newspapers (as needed), on the

DuPage County ROE website, and other online employment sites to attract potential candidates. We collaborate with local universities to provide student teaching and observation opportunities and we attend various university career fairs to recruit teachers. We have updated and improved our website, where we also post current personnel openings. Our commitment to teaching and learning is why the district can attract and retain highly qualified and high quality teachers.

Transition from Preschool to Local Elementary School

CCSD89 provides a full day kindergarten program. This program, in its 7th year, has helped enhance the core curriculum by increasing the amount of literacy, math and social emotional learning instruction given to all early learners. District 89 has also been able to support the inclusion of a Head-Start Pre-School program. This program serves the needs of approximately 20 of our most at-risk students in the district.

Annually, the district pre-school teachers and staff communicate with parents of children moving on to kindergarten about the expectations at the kindergarten level. They offer suggestions for increasing number sense, and readiness to read, which also develops literacy skills. We have developed a checklist of readiness skills that we share with parents at kindergarten registration in the early spring. Additionally, the Pre-School teachers meet with kindergarten teachers to discuss incoming students with IEP's and how to best support the students in kindergarten.

Elementary schools host kindergarten orientation events in the Spring and Fall. In the Spring of the preceding school year, parents and future kindergarteners visit the school for a presentation from the teachers. Teachers share the expectations for kindergarten and offer suggestions for academic and social emotional development activities that can be completed at home in preparation for the upcoming kindergarten year. In the fall, parents and kindergarteners attend open house/teacher meet and greet events. Before the first day of school, parents and students meet the kindergarten teacher, see the classroom and drop off supplies in preparation for the first day of school. Later in the fall, the parents attend open house night where they meet the student's kindergarten teacher and revisit the expectations for the kindergarten year. Teachers provide handouts detailing ways in which parents can support the academic and social emotional development of their children.

Finally, in the weeks before the school year begins, all incoming kindergarten students are given a kindergarten screener to assess their academic and social emotional readiness. This information is then used by teachers to create class lists and begin planning to meet the needs of the students.

CCSD89 has multiple decision making committees which assist in the decision making process for the district. Committees including the assistant superintendent, principals, teachers (general education, special education, ESL, Challenge, Interventionists) meet each trimester to monitor and evaluate all components of the district curriculum programs and plan for upcoming professional development opportunities. Each school's School Improvement Team monitors data on any student considered academically at-risk, or those with issues that may warrant interventions as outlined in the instructional framework. All staff members are responsible for the continuous collection of student data including formal and informal assessments.

Teachers, principals, support staff, and other certified school personnel administer assessments, collect data, and analyze data. When a teacher sees a need for immediate intervention for certain students, they implement the district-wide MTSS process.

Additionally, The District Leadership Council (DLC) is a representative group of district personnel and a board member that advise the Board of Education, through the superintendent, in matters relating to the district's strategic plan, specifically as the goals related to district-wide school improvement efforts. DLC also has multiple subcommittees made up of administrators, teachers and support staff to have more structured conversations and develop plans and suggestions for DLC and the district. The following are the subcommittees of DLC: Technology Learning Committee, Professional Development Committee, Achievement for All Committee, and Teacher Evaluation Committee.

Coordination and Integration of Federal, State and local services and programs

As a Title I school, Briar Glen Elementary School receives funds to support student achievement to help meet the diverse needs of students who do not meet or exceed standards. Title I funds will be used to hire instructional and intervention aides who will assist Title I students with academic or social emotional learning instruction and interventions. Additionally, we coordinate and integrate our services and programs by:

- Providing professional development and mentoring for new teachers– Title II
- Hiring ESL teachers – TBE/TPI Funding and Title III