

Community Unit School District 300 School Improvement Plan, 2017-2018



School Name	Carpentersville Middle School
Principal Name	Asia Gurney
Mission and Vision	Mission: To ensure all students are college or career ready upon graduation. Vision: The vision of Community Unit School District 300 is to provide an exemplary education in a safe and rewarding environment.
School Improvement Team Members	Asia Gurney, Lori Marshall, Nichole Murphy, Janine Glenn, Danielle Hollenbeck, Dave Nowak, Shannon Riley, Carolyn Garrity, Maria Borrero, Lindsay Wagner, Katie White, Brenda Sandoval (parent), Lisa Holbrook (parent), Manoli Valencia (parent), Maggie Barnick, Tim Radke, Evan Borkowski, Beth Wood
Cabinet Member Signature and Date	
Superintendent Signature and Date	
Board President Signature and Date	

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District Goal #1: Develop Great Teachers and Leaders					
SIP Goal #1: SMART Goal					
Carpentersville Middle School will demonstrate improvement in the area of "Collaborative Teachers" by increasing from an overall score of 57 (average implementation) to a score of 67 (average implementation) as measured by the 2019 IL 5 Essentials Survey."					
Target Group or Sub Group:					
All Department Level Professional Learning Communities (6 th , 7 th , and 8 th Grade)					
Rationale/Research: (Wise Ways or other)					
Teachers are organized into grade-level, grade-level cluster, or subject-area instructional teams. (Wise Way Indicator #1171) Instructional teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (Wise Way Indicator #1173) Instructional teams develop standards-aligned units of instruction for each subject and grade level. (Wise Way Indicator #1045) All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (Wise Way Indicator #1063) Units of instruction include specific learning activities aligned to objectives. (Wise Way Indicator #1083)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD	Cost:	Funding Source:
Teachers will observe another teacher's classroom to offer feedback and improve their own instruction based on the focus areas identified through the instructional review process; assessment practices, student engagement (ownership), differentiation (flexible grouping), vocabulary, , and reading comprehension.	In progress - launched Fall 2016 - will continue in 2017-2018	Department Leadership Administrative team Math/Reading Coaches	School	\$0.00	PLC Time
Grade level Professional Learning Communities will develop and use Professional Learning Community created data meeting norms when looking at Common Formative Assessment data.	In progress - launched Fall 2016 - will continue in 2017-2018	Department Leadership Administrative team Math/Reading Coaches	School	\$0.00	PLC Time
Grade level Professional Learning Communities will implement backwards planning in collaboration with district curriculum directors for grade and content level specific calendar maps/pacing guides.	In progress - launched Fall 2016 - will continue in 2017-2018	Department Leadership Administrative team Math/Reading Coaches	School	\$0.00	PLC Time
Grade level Professional Learning Communities will develop core driven SMART Goals for math and reading based on iReady benchmark data.	Fall and Winter data meetings	Department Leadership Administrative team Math/Reading Coaches	School	\$0.00	PLC Time
PLC Teams will evaluate their efficacy using Solution Tree's Critical Issues for Consideration two times per year.	In progress - launched Fall 2016 - will continue in 2017-2018	Department Leadership Administrative team Math/Reading Coaches	School	\$0.00	PLC Time
Grade level Professional Learning Communities will utilize data protocols to analyze common formative assessment data on progress towards mastery and to make instructional grouping decisions.	In progress - launched Fall 2016 - will continue in 2017-2018	Department Leadership Administrative team Math/Reading Coaches	School	\$0.00	PLC Time
Title I Schools will continue to participate in Professional Learning Community professional development with a focus on RTI with Solution Tree conferences	November 2017	Administration	Title I	\$2,200.00	Title I
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Grade level Professional Learning Community agendas, grade level data norms, grade level SMART Goals, data protocols, curricular calendar maps/pacing guides, teacher to teacher classroom visit schedule, reteach and enrich schedule, Critical Issues Team Survey.					
Baseline Data	Benchmark 1 - 2018	Benchmark 2- 2019	Benchmark 3 - 2019		

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5 Essentials Survey 2015 Average Implementation Overall Score of 57	5 Essentials Survey 2017 Less Implementation Overall Score of 38	5 Essentials Survey 2018 Average Implementation Overall Score of 55	5 Essentials Survey 2019 Average Implementation Overall Score of 67
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District Goal #2: Engage Family and Community						
SIP Goal #2: SMART Goal						
Carpentersville Middle School will demonstrate improvement in the area of "Involved Families" by increasing from an overall score of 23 (less implementation) to a score of 35 (average implementation) as measured by the 2019 IL 5Essentials Survey."						
Target Group or Sub Group:						
Title I Families						
Rationale/Research: (Wise Ways or other)						
School Leadership and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning. (Wise Way Indicator #2341) The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (Wise Way Indicator #1115) The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (Wise Way Indicator #1155) The principal offers frequent opportunities for stakeholders to voice constructive critique of the school's progress and suggestions for improvement. (Wise Way Indicator #1034) All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students. (Wise Way Indicator #2353)						
Strategy/Actions to address goal:		Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District,	Cost:	Funding Source:
Title I family school liaisons will review parent feedback form and change if needed to make sure valuable information is being gained to ensure quality programming.		January 2018	Family school liaisons and Title office	District	\$0.00	
Family School Liaison will participate in a book study on customer service		May 2018	District Title Office	\$300	Title	Title
Title I family school liaisons will work together to plan 3 activities for all Title I buildings for the 17-18 and 18-19 school year based on the 2017 parent survey.		October 2017 for 2017-2018 May 2018 for 2018-2019	Family school liaisons and Title office	None	\$2500	School Title
Family school liaisons will plan the Title I back to school event for the 2018-2019 school year		July 2018	Family school liaisons and Title office	None	\$10,000	Title
CMS will use communication such as the CMS website, Parent Link, newsletters, virtual backpack, Twitter and Facebook to increase communication about the events with the families.		In progress - launched Spring 2016 - will continue in 2017-2018	Family School Liaisons and Administration	none	none	N/A
CMS will include a parent education component in presentations at all school events.		In progress - launched Fall 2016 - will continue in 17-18	Family School Liaisons and Administration	none	\$2,000.00	Building Budget
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?						
agendas from collaborative Title I parent nights, parent survey results, parent feedback form results, parent sign-in sheets, activity calendar, book study reflections						

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Baseline Data	Benchmark 1 -Spring 2017	Benchmark 2-Spring 2018	Benchmark 3-Spring 2019
5 Essentials Survey 2015 Less Implementation Overall Score of 23	5 Essentials Survey 2017 Less Implementation Overall Score of 25	5 Essentials Survey 2018 Less Implementation Overall Score of 30	5 Essentials Survey 2019 Average Implementation Overall Score of 35

District Goal #3: Equitable and Efficient Use of Resources					
SIP Goal #3: SMART Goal					
Carpentersville Middle School will demonstrate improvement in the area of "Teacher Influence," by Increasing from 54 (average implementation) to a score of 64 (average implementation) as measured by the 2019 IL 5 Essentials Survey.					
Target Group or Sub Group:					
Teachers and stakeholder groups					
Rationale/Research: (Wise Ways or other)					
All teams have written statements of purpose and guidelines for their operation. (Wise Way Indicator #1013)					
School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (Wise Way Indicator #2344)					
The principal offers frequent opportunities for stakeholders to voice constructive critique of the school's progress and suggestions for improvement. (Wise Way Indicator #1034)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
CMS will grow its 21st Century Library Media Center material selection using teacher input.	May 2018	Administration		\$5,000.00	
Administration will provide professional development opportunities based on staff feedback.	May 2018	Administration	PD	\$1000.00	Title I and Building Budget
Administrative team will seek feedback for developing the behavioral t-chart and discipline plan for the school through a discipline committee three times per year.	In progress - launched Fall 2016 - will continue in 2017-2018	Administration/PBIS Coaches		\$0.00	
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Staff meeting agendas, School Improvement Plan meeting agendas, staff feedback results regarding Library Media Center material, staff survey results regarding lunch and learn presentations, staff feedback results regarding behavior and discipline plan for the school.					
Baseline Data	Benchmark 1 Fall 2017	Benchmark 2 Fall 2018	Benchmark 2 Fall 2019		
5 Essentials Survey 2015 Average Implementation Overall Score 54	5 Essentials Survey 2017 Average Implementation Overall Score 41	5 Essentials Survey 2018 Average Implementation Overall Score 51	5 Essentials Survey 2019 Average Implementation Overall Score 64		

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District Goal #4: Develop the Whole Child					
SIP Goal #4: SMART Goal					
Carpentersville Middle School will demonstrate improvement in the area of "Supportive Environment in which the school is safe, demanding and supportive" by increasing from an overall score of 27 "less implementation" to a score of 64 "average implementation" as measured by the 2019 IL 5 Essentials Survey.					
Target Group or Sub Group:					
Students identified by the DESSA					
Rationale/Research: (Wise Ways or other)					
The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students. (Wise Way Indicator #2351) The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (Wise Way Indicator #2348) The school culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (Wise Way Indicator #2352) All school personnel actively model and foster a positive school environment where students feel valued and are challenged to be engaged and grow cognitively. (Wise Way Indicator #2346)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District	Cost:	Funding Source:
A PBIS school based leadership team is established and represents the roles of an administrator, facilitator, data mentor, content specialist, parent and teachers from representative areas (e.g., general education, special education).	October 2017	Administrative Team		\$0.00	
Students will actively participate in the planning and implementation of the PBIS Universal initiatives including celebrations, assemblies, and Cougar Store.	In progress - launched Spring 2017 - will continue in 2017-2018	PBIS Leadership Team		\$0.00	
Teachers will receive training in restorative practices	In progress - launched Fall 2016 - will continue in 2017-2018	Restorative Practice Team	School	\$0.00	
CMS will implement an advisory program that address the needs of the whole child using Second Step and Universal Lessons based on behavioral data and survey results from the previous school year.	In progress - launched Fall 2016 - will continue in 2017-2018	Advisory Leadership Team	School	\$0.00	
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
The School-Wide PBIS Tiered Fidelity Inventory will be used to monitor the yearly progress of school-wide PBIS implementation. Success Academy 100 Day Plan will be established along with a data monitoring plan put into place and followed.					
Baseline Data	Benchmark 1 January 2018	Benchmark 2 January 2018	Benchmark 3 January 2019		
5 Essentials Survey 2017 Less Implementation Overall Score 27	5 Essentials Survey 2017 Average Implementation Overall Score 41	5 Essentials Survey 2018 Average Implementation Overall Score 54	5 Essentials Survey 2019 Average Implementation 64		

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Goal #5: Academic Progress					
SIP Goal #5a: ELA (Reading) SMART Goal:					
Carpentersville Middle School will increase the percentage of students meeting or exceeding on the PARCC Reading assessment from 21.4% in 15-16 to 46% by 19-20. In the 17-18 school year, this increase will be at least 8% (29%); in the 18-19 school year, this increase will be an additional 8% (37%) and finally, in the 19-20 school year, this increase will be at least 9% (46%) - for an overall growth of at least 24.6% by the end of this three year period.					
Target Group or Sub Group:					
IEP: 2% (15-16) to 17% (17-18) to 32% (18-19) to 46% (19-20)		LEP: 1% (15-16) to 16% (17-18) to 31% (18-19) to 46% (19-20)			
Hispanic: 21.6% (15-16) to 29% (17-18) to 37% (18-19) to 46% (19-20)		Black: 13.5% (15-16) to 24% (17-18) to 35% (18-19) to 46% (19-20)			
Lowest Quartile: 0% (15-16) to 16% (17-18) to 31% (18-19) to 46% (19-20)					
Rationale/Research: (Wise Ways or other)					
IID10: Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (Wise Way Indicator #1061)					
IID09: Instructional Teams use student learning data to plan instruction. (Wise Way Indicator #1060)					
IID06: Yearly learning goals are set for the school by the leadership team, utilizing student learning data. (Wise Way Indicator #1057)					
IID11: Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (Wise Way Indicator #1062)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible:	PD:	Cost:	Funding Source:
Professional Learning Communities will utilize common formative assessments to determine core areas of strength and needs for each student in order to determine how to implement the reteach and enrich process.	May 2018	Department Leadership	School	\$0.00	Team Time
The EL staff will receive PD on bridging practices and the EL staff will understand and be able to provide a metalinguistic focus in the four domains.	May 2018	EL Leadership	School	\$0.00	Team Time
All staff will have training in differentiation methods for EL students: vocabulary development and total physical response.	May 2018	Lori Marshall	District	\$0.00	Inservice
The literacy leadership team and grade level Professional Learning Communities will develop a Tier 1, Tier 2 and Tier 3 vocabulary plan for core content areas.	May 2018	Department Leadership	School	\$0.00	Team Time
ELA PLC teachers will incorporate Tier 2 interventions within the literacy block of time.	May 2018	ELA Department Leadership	School	\$0.00	Team Time
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Grade level Professional Learning Community meeting agendas and minutes, informal walkthroughs, formal observations, i-Ready and PARCC data					
Baseline Data	Benchmark 1	Benchmark 2	Benchmark 3		
PARCC 15-16	PARCC 17-18	PARCC 18-19	PARCC 19-20		
21.4% meeting or exceeding	29% meeting or exceeding	37% meeting or exceeding	46% meeting or exceeding		

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Goal #5: Academic Progress					
SIP Goal #5b: ELA (Writing) SMART Goal:					
Carpentersville Middle School will increase the percentage of students meeting or exceeding on the PARCC Writing assessment from 24.8% to 39% meets and exceeds by 19-20. In the 17-18 school year, this increase will be at least 4% (29%); in the 18-19 school year, this increase will be an additional 5% (34%); and finally, in the 19-20 school year, this increase will be at least 5% - for an overall growth of at least 14.2% by the end of this three year period.					
Target Group or Sub Group using ELA overall scores:					
IEP: 15.2% (15-16) to 23% (17-18) to 31% (18-19) to 39% (19-20)		LEP: 16.4% (15-16) to 24% (17-18) to 32% (18-19) to 39% (19-20)			
Hispanic: 25.2% (15-16) to 30% (17-18) to 34% (18-19) to 39% (19-20)		Black: 21.3% (15-16) to 27% (17-18) to 33% (18-19) to 39% (19-20)			
Lowest Quartile: N/A					
Rationale/Research: (Wise Ways or other)					
Instructional Teams use student learning data to plan instruction. (Wise Way Indicator #1060)					
The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (Wise Way Indicator #2349)					
All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (Wise Way Indicator #2350)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
Grade level PLC teachers will use an Examining Student Work protocol to increase inter-rater reliability in grading practices for student writing once per quarter prior to summative writing piece utilizing a common writing rubric.	May 2018	Writing Leadership Team	School	\$0.00	Team Time
The second common writing assessment in Units 2 & 3 (scored with the common district rubric) will be implemented in google docs and teachers will give feedback digitally.	May 2018	Writing Leadership Team	School	\$0.00	Team Time
PLC teachers will teach students how to write a constructive response utilizing the district common rubric.	May 2018	Writing Leadership Team	School	\$0.00	Team Time
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Student work and protocols and student profiles					
Baseline Data	Benchmark 1	Benchmark 2	Benchmark 3		
PARCC 15-16 24.8% meeting or exceeding	PARCC 17-18 29% meeting or exceeding	PARCC 18-19 34% meeting or exceeding	PARCC 19-20 39% meeting or exceeding		

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Goal #5: Academic Progress					
SIP Goal #5c: Mathematics SMART Goal:					
Carpentersville Middle School will increase the percentage of students meeting or exceeding on the PARCC Math assessment from 19.8% in 15-16 to 40% by 19-20. In the 17-18 school year, this increase will be at least 7% (27%); in the 18-19 school year, this increase will be an additional 7% (34%); and finally, in the 19-20 school year, this increase will be at least 6% (40%) - for an overall growth of at least 20.5% by the end of this three year period.					
Target Group or Sub Group:					
IEP: 1.6% (15-16) to 14% (17-18) to 27% (18-19) to 40% (19-20)		LEP: 0% (15-16) to 13% (17-18) to 26% (18-19) to 40% (19-20)			
Hispanic: 20.2% (15-16) to 27% (17-18) to 34% (18-19) to 40% (19-20)		Black: 6.8% (15-16) to 18% (17-18) to 29% (18-19) to 40% (19-20)			
Lowest Quartile: 0% (15-16) to 13% (17-18) to 26% (18-19) to 40% (19-20)					
Rationale/Research: (Wise Ways or other)					
IID10: Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (Wise Way Indicator #1061)					
IID09: Instructional Teams use student learning data to plan instruction. (Wise Way Indicator #1060)					
IID06: Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (Wise Way Indicator #1057)					
IID11: Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (Wise Way Indicator #1062)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible :	PD:	Cost:	Funding Source:
Professional Learning Communities will create and utilize common formative assessments to determine core areas of strength and needs for each student in order to determine how to implement the reteach and enrich process.	In progress - launched Fall 2016 - will continue in 2017-2018	Math Leadership Team	School	\$0.00	Team Time
PLC's will utilize data from formative assessments to create fluid movement in small groups during intervention time.	February 2018	Math Leadership Team	School	\$0.00	Team Time
Professional Learning Communities will utilize intervention time to pre-teach or re-teach concepts/skills for each instructional unit using mathematical modeling and open ended tasks.	In progress - launched Fall 2016 - will continue in 2017-2018	Math Leadership Team	School	\$0.00	Team Time
Time will be spent each year teaching students how to work collaboratively in a group through various tasks that incorporate developing math talk and different levels of questioning.	In progress - launched Fall 2016 - will continue in 2017-2018	Math Leadership Team	School	\$0.00	Team Time
Students will be provided feedback and the opportunity to correct their mistakes on their formative assessment prior to scoring	In progress - launched Fall 2016 - will continue in 2017-2018	Math Leadership Team	School	\$0.00	Team Time
Professional Learning Communities will incorporate the intentional use of math manipulatives for each instructional unit.	In progress - launched Fall 2016 - will continue in 2017-2018	Math Leadership Team	School	\$0.00	Team Time
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Lesson Plans, i-Ready benchmarking data, calendar maps, Student data folders, PARCC and i-Ready math data					
Baseline Data	Benchmark 1	Benchmark 2	Benchmark 3		
PARCC 15-16	PARCC 17-18	PARCC 18-19	PARCC 19-20		

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19.8% meeting or exceeding	27% meeting or exceeding	34% meeting or exceeding	40% meeting or exceeding
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Goal #5: Academic Progress						
SIP Goal #5d: Science SMART Goal:						
By the end of the 2018-19 school year, CMS School student performance will increase by 10% overall on the Illinois Science Assessment (ISA), as compared to baseline data obtained from the 2015-16 Illinois Science Assessment. In the 2016-17 school year, this increase will be at least 3%; in the 2017-18 school year, this increase will be an additional 3%: and finally, in the 2018-19 school year, this increase will be at least 4% - for overall growth of at least 10% by the end of this three year period.						
Target Group or Sub Group:						
Eighth grade students						
Rationale/Research: (Wise Ways or other)						
Units of instruction will include specific learning activities aligned to objectives. (Wise Way Indicator #1083) Instructional Teams will use student learning data to plan instruction. (Wise Way Indicator #1060) Units of instruction will include pre-/post-tests to assess student mastery of standards-based objectives. (Wise Way Indicator #1048)						
Strategy/Actions to address goal:		Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
Professional Learning Communities will utilize common formative assessments to determine core areas of strength and needs for each student in order to determine how to implement the reteach and enrich process.		In progress - launched Fall 2016 - will continue in 2017-2018	Department Leaders	Science PLC's	\$0.00	Team time
Professional Learning Communities will look at performance standards and determine the priority performance expectation. These expectations will be assessed with a common formative and then retaught or enriched.		May 2018	Grade level teachers	Science PLC's	\$0.00	Early Release PD Days
Teachers will develop a pacing guide for science based on Next Generation Science Standards		May 2019	Grade level teachers	District Science Team	\$0.00	Early Release PD Days
Teachers will use common summative and formative assessments to measure student mastery of priority standards.		May 2019	Grade level teachers	Science PLC's	\$0.00	Team Time
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?						
Teacher documents in Haiku - grade level Haiku page, learning targets, pacing guides, agendas						
Baseline Data;						
Illinois State Science Test 15-16	Illinois State Science Test 17-18 increase of 3%	Illinois State Science Test 18-19 increase of 3%	Illinois State Science Test 19-20 increase of 4%			