

Community Unit School District 300 School Improvement Plan, 2018-2019



School Name	Algonquin Lakes Elementary School
Principal Name	Chris Columbaro
Mission and Vision	Mission: To ensure all students are college or career ready upon graduation Vision: To provide an exemplary education in a safe and rewarding environment
School Improvement Team Members	Ben Belick, teacher; Kari Brandstedt, literacy coach; Jill Belick, teacher; Christina Dahlberg, teacher; Amy Farrell, math interventionist; Kim Hough, teacher; Lauren Heer, teacher; Sarah Kakareka, teacher; Megan Klotter, teacher; Jessica Hickey, parent
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					
Algonquin Lakes Elementary School will demonstrate improvement in the area of quality professional development by increasing the rating from average implementation (52) in 2016-17 to more implementation (60) as measured by the 2018-2019 Illinois 5Essentials Survey.					
Target Group or Subgroup:					
All staff					
Rationale/Research: (Wiseways or other)					
WWID10 - The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021)					
WWAAA01 - All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment (1071).					
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:
Structure school schedule to ensure time for PLCs to meet weekly to review assessment data and instructional strategies.	August 2018	Columbaro/Team leaders	None	None	None
Provide school-wide professional development on Drive 300 elements (Costas, Rigor and Relevance, Vocabulary).	August 2018	Columbaro/District Staff	District and School	None	None
Provide ongoing support and professional development on implementation of PLC process.	September 2018 (ongoing)	SIP team	District and School	\$1,000	Building Budget
Begin Book Study activities for all staff (<i>Joy Write, Overcoming Dyslexia, Be the Math Teacher you want to be, Managing ADHD, Poor Students-Rich Students</i>).	September 2018 (ongoing)	Columbaro/Design Team	External	\$4,000	Building Budget
Provide professional development from learning teams book study titles for whole staff.	January 2019 (ongoing)	Belick, Brandstedt, Collins, Farrell	District and School	\$1,000	Building Budget
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Documentation of PLC meeting schedule; Team meeting notes; Staff surveys from in-services, early releases, and data review meetings; Professional development participant list; PLC handbook					
Baseline Data (August 2016)	Benchmark 1 (May 2018)	Benchmark 2 (January 2019)	Benchmark 3 (May 2019)		
<ul style="list-style-type: none"> 2016 Illinois 5Essentials indicated average implementation 	<ul style="list-style-type: none"> 5E Survey Data 	<ul style="list-style-type: none"> Provide Book Study PD and evaluate to provide feedback to staff 	<ul style="list-style-type: none"> 5Essentials Report Make updates to PLC handbook 		

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District Goal #2: Engage Family and Community					
SIP Goal #2: SMART Goal					
Algonquin Lakes Elementary School will demonstrate improvement in the area of parent involvement in school by increasing the rating from average implementation (52) in 2016-17 to more implementation (60) as measured by the 2018-2019 Illinois 5Essentials Survey					
Target Group or Subgroup:					
Parents/guardians; All staff					
Rationale/Research: (Wiseways or other)					
WWIVA03 - The school's compact outlines the responsibilities/expectations of teachers, parents, and students (1113).					
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:
Provide PD and ongoing support with Haiku sites to continue in our efforts with parent participation through dissemination of information as well as celebrations of learning.	September 2018 (ongoing)	Schwenk/Collins	District and School	None	None
Establish social media chairs and sites (Facebook and Twitter) to communicate and interact with community	August 2018 (ongoing)	Columbaro/PTO	None	None	None
Plan for community event combining student work, family activities, and presentations aligned to science, technology, engineering, art, and math (STEAM).	May 2019	Svercauski/Baumann/Design Team	None	\$ 2,000	Building Budget
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Parent-teacher organization meeting notes; Event participant lists; Event surveys; On-line continual feedback forum					
Baseline Data (August 2016)	Benchmark 1 (May 2018)	Benchmark 2 (January 2018)	Benchmark 3 (May 2019)		
<ul style="list-style-type: none"> ● 2016 Illinois 5Essentials indicated average implementation 	<ul style="list-style-type: none"> ● 5E Survey Data 	<ul style="list-style-type: none"> ● Parent Surveys from One Book/One School Event 	<ul style="list-style-type: none"> ● 5Essentials Report 		

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District Goal #3: Equitable and Efficient Use of Resources					
SIP Goal #3: SMART Goal					
Algonquin Lakes Elementary School will demonstrate improvement in the area of effective leaders by increasing the rating from average implementation (55) in 2016-17 to more implementation (60) as measured by the 2018-2019 Illinois 5Essentials Survey.					
Target Group or Subgroup:					
All staff					
Rationale/Research: (Wiseways or other)					
WWCL2 - School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation (2344).					
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:
Continue to share and discuss budget with staff to garner focus points for additional spending for instructional materials and supports as well as professional development needs.	August 2018	Kakareka/Butera	School	None	None
Principal will seek input from staff for professional development opportunities based on Drive 300 initiatives and the D300 Math and ELA frameworks to support staff in the areas of teaching and learning utilizing surveys. Principal will use math coaches, literacy teachers, DLCs, and outside PD organizations to support staff in these areas.	September 2018 (ongoing)	Columbaro	School and District	District	District
The Principal, grade level teachers and support staff will review classroom data, behavioral data, and SEL data to determine appropriate assemblies that will engage students in the areas of goal setting, positive choices and growth mindset.	September 2018 (ongoing)	Columbaro/PBIS	School and District	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Staff survey data from in-services, early release, and data review meetings; Coaching participant list					
Baseline Data (August 2016)	Benchmark 1 (May 2018)	Benchmark 2 (January 2019)	Benchmark 3 (May 2019)		
<ul style="list-style-type: none"> 2016 Illinois 5Essentials average implementation 	<ul style="list-style-type: none"> 5E Survey Data 	<ul style="list-style-type: none"> Evaluate in-service to provide feedback to staff 	<ul style="list-style-type: none"> 5Essentials Report 		

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District Goal #4: Develop the Whole Child					
SIP Goal #4: SMART Goal					
Algonquin Lakes Elementary School will demonstrate improvement in the area of quality student discussions by increasing the rating from average implementation (18) in 2016-17 to more implementation (60) as measured by the 2018-2019 Illinois 5Essentials Survey.					
Target Group or Subgroup:					
All Students 4th and 5th grade students on the 5Essentials Survey Subgroups for social and emotional learning based on DESSA screener					
Rationale/Research: (Wiseways or other)					
WWCL8 - The school culture will support teachers in practicing effective and responsive instruction to meet individual student needs. (2349)					
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:
Include the implementation and recharge of Second Step as part of monthly faculty meetings.	August 2018	Stam/Peck/Design Team	School	None	None
Continue to review and utilize multiple data points (attendance, behavior referrals, DESSA screeners) to determine target students for interventions and supports.	September 2018 (ongoing)	PBIS team	None	None	None
Continue to provide Mentor program pairing students with staff for socioemotional intervention	September 2018 (ongoing)	Collins/Gentile	None	\$500	Building budget
Attendance Activity - form subgroup of PBIS to review attendance data as well as brainstorm incentives, make phone calls, and establish parent mtgs.	January 2018	Columbaro/Design Team	School	\$2,000	Building budget
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Walkthrough data on implementation of <i>Second Step</i> Curriculum and use of PBIS cool tools; DESSA for culling and progress monitoring student internal and external behaviors; Instructional rounding participant list; <i>Second Step</i> SET; Roster data of students receiving intervention					
Baseline Data (August 2016)	Benchmark 1 (May 2018)	Benchmark 2 (January 2019)	Benchmark 3 (May 2019)		
<ul style="list-style-type: none"> Illinois 5Essentials indicated average implementation 2014-2015 <i>Second Step</i> SET was 15/101 (15%) 	<ul style="list-style-type: none"> 5E Survey Data 	<ul style="list-style-type: none"> Identify target groups and plan celebrations 	<ul style="list-style-type: none"> <i>Second Step</i> SET 5Essentials Report 		

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Goal #5: Academic Progress					
SIP Goal #5b: ELA (Reading) SMART Goal:					
By the end of the 2018-2019 school year, students meeting or exceeding will increase by at least 10% overall in the area of Reading on the PARCC assessment, as compared to 36.5% of students meeting or exceeding standards on the 2015-2016 PARCC assessment school wide. In the 2016-2017 school year, this increase will be at least 2%; in the 2017-2018 school year, this increase will be an additional 4%: and finally, in the 2018-2019 school year, this increase will be at least 4% for an overall growth of at least 10% by the end of this three year period (46.5% meets/exceeds).					
Target Group or Subgroup:					
Low Income: This subgroup will reach 46.5% reading proficiency in 2018-2019 as compared to 26.8% proficiency in 2015-2016 (increase 19.7%) IEP: This subgroup will reach 46.5% reading proficiency in 2018-2019 as compared to 0.0% proficiency in 2015-2016 (increase 46.5%) LEP: This subgroup will reach 46.5% reading proficiency in 2018-2019 as compared to 17.4% proficiency in 2015-2016 (increase 29.1%) Hispanic: This subgroup will reach 46.5% reading proficiency in 2018-2019 as compared to 18.4% proficiency in 2015-2016 (increase 28.1%)					
Rationale/Research: (Wiseways or other)					
WWID10 - The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021)					
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:
Utilize district updated pacing guide and <i>Wonders</i> instruction to provide explicit core instruction with fidelity; differentiate resources, tools, and leveled readers.	September 2018 (ongoing)	Columbaro/Grade level teams	District	District funded	District funded
Continue to utilize <i>i-Ready</i> instructional grouping profiles and online instruction to differentiate learning, provide interventions, and monitor student progress. Teachers will emphasize the use of WIN time to meet the needs of all students.	September 2018 (ongoing)	Columbaro/Grade level teams	District	District funded	District funded
Continue to utilize student data folders and goal setting worksheets to monitor <i>i-Ready</i> and <i>Wonders</i> growth.	December 2018	Grade Level Teams	School	Building Budget	Building budget
Teachers will receive best practice strategies (TPR, Fishbowl, Frayer model) for vocabulary, background knowledge, and communication for English language learners in core classrooms.	January 2019 (ongoing)	Grade Level Teams Lewarchick/Gonzalez	School	\$1000 for subs to observe ESL staff	Building budget
Utilize Literacy Teacher to provide additional PD aligned to core and high yield instructional strategies specific to staff working with IEP students.	May 2019	District	District School	\$300 sub costs	Building budget

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Monitoring Plan: How will you monitor the effectiveness of your strategy/action?				
Informal and formal observation cycles; i-Ready reports; Data review and progress monitoring meeting notes; Roster data for students receiving intervention; Bi-monthly growth checks in <i>i-ready</i> for students receiving intervention; Common assessments				
Target Group	Baseline Data	Benchmark 1	Benchmark 2	Benchmark 3
Schoolwide	36.5%	39.5% by 2016-2017	42.5% by 2017-2018	46.5% by 2018-2019
Low Income	26.8%	34 % by 2016-2017	40 % by 2017-2018	46.5% by 2018-2019
IEP	0%	15.5 % by 2016-2017	31 % by 2017-2018	46.5% by 2018-2019
LEP	17.4%	27 % by 2016-2017	37 % by 2017-2018	46.5% by 2018-2019
Hispanic	18.4%	28 % by 2016-2017	37 % by 2017-2018	46.5% by 2018-2019

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Goal #5: Academic Progress					
SIP Goal #5b: ELA (Writing) SMART Goal:					
By the end of the 2018-2019 school year, Algonquin Lakes Elementary School student writing performance will increase by 10% of the possible 60 points (6 point growth) in the average writing scale score on the PARCC assessment. In the 2015-16 school year, the Algonquin Lakes Elementary School average writing scale score was 29.5. In the 2016-2017 school year, this increase will be at least 3.3% (2 points); in the 2017-2018 school year, this increase will be an additional 3.3% (2 points): and finally, in the 2018-2019 school year, this increase will be an additional 3.3% (2 points) - for an overall growth of at least 10% (6 points) by the end of this three year period (average of 35.5 writing scale score on the 18-19 PARCC assessment).					
Target Group or Subgroup:					
Low Income: This subgroup will reach a 35.5 writing scale score in 2018-2019 as compared to in 2015-2016 IEP: This subgroup will reach a 35.5 writing scale score in 2018-2019 as compared to in 2015-2016 LEP: This subgroup will reach a 35.5 writing scale score in 2018-2019 as compared to in 2015-2016 Hispanic: This subgroup will reach a 35.5 writing scale score in 2018-2019 as compared to in 2015-2016					
Rationale/Research: (Wiseways or other)					
WWID10 - The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021)					
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:
Utilize <i>Wonders</i> Program to guide students in written expression through responding text writing activities.	September 2018 (ongoing)	Columbaro/Grade level teams	District	District funded	District funded
Implement 2 full writing processes per unit following district writing scope and sequence.	September 2018 (ongoing)	Columbaro/Grade level teams	District	District funded	District funded
Utilize a common district writing assessment to drive instruction and improve practices.	September 2018 (ongoing)	Grade Level Teams	District	District funded	District funded
As students engage in utilizing google docs in the writing process, teachers will provide digital feedback for the editing process aligned to the common district rubrics.	October 2018 (ongoing)	Grade Level Teams	District	District funded	District funded
EL teachers will implement with fidelity best practices strategies of TPR, Lotta Lara, or El Dictado. EL teacher will support general education teachers to carry implementation into their classrooms.	September 2018 (ongoing)	Gonzalez, Lewarchick	None	PD from EL	District funded
Teachers that have EL students in their classrooms will receive professional development through ESL language coach or Central Office. Language coach will join PLC teams, coach, model, co--teach on	September 2018 (ongoing)	Coaches	None	PD from EL	District funded

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Wednesdays									
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?									
Informal and formal observation cycles; i-Ready reports; Data review and progress monitoring meeting notes; Roster data for students receiving intervention; Bi-monthly growth checks in <i>i-ready</i> for students receiving intervention; Common assessment									
Target Group	Baseline Data	Benchmark 1	Benchmark 2	Benchmark 3					
Schoolwide	29.5	31.1 by 2016-2017	33.3 by 2017-2018	35.5 by 2018-2019					
Low Income	25.9	29.1 by 2016-2017	30.3 by 2017-2018	35.5 by 2018-2019					
IEP	20	25.1 by 2016-2017	30.3 by 2017-2018	35.5 by 2018-2019					
LEP	23.1	27.2 by 2016-2017	31.4 by 2017-2018	35.5 by 2018-2019					
Hispanic	25.2	28.6 by 2016-2017	32.1 by 2017-2018	35.5 by 2018-2019					

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Goal #5: Academic Progress					
SIP Goal #5c: Mathematics SMART Goal:					
By the end of the 2018-2019 school year, students meeting or exceeding will increase by at least 10% overall in the area of Math on the PARCC assessment, as compared to 50% of students meeting or exceeding standards on the 2015-2016 PARCC assessment school wide. In the 2016-2017 school year, this increase will be at least 2%; in the 2017-2018 school year, this increase will be an additional 4%; and finally, in the 2018-2019 school year, this increase will be at least 4% for an overall growth of at least 10% by the end of this three year period (60% meets/exceeds).					
Target Group or Subgroup:					
Low Income: This subgroup will reach 60% proficiency in 2018-2019 as compared to 32.9% proficiency in 2015-2016 (increase 27.1%) IEP: This subgroup will reach 60% proficiency in 2018-2019 as compared to 9.4% proficiency in 2015-2016 (increase 50.6 %) LEP: This subgroup will reach 60% proficiency in 2018-2019 as compared to 42.3% proficiency in 2015-2016 (increase 17.7%) Hispanic: This subgroup will reach 60% proficiency in 2018-2019 as compared to 14.3% proficiency in 2015-2016 (increase 45.7%)					
Rationale/Research: (Wiseways or other)					
WWID10 - The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021)					
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:
Review multiple data points to determine WIN needs for groups of students. No later than January, teachers will sort students by need and provide explicit differentiated instruction during WIN time.	September 2018 (ongoing)	Columbaro/Grade level teams	District	District funded	District funded
Continue to increase implementation of and fidelity with manipulatives in daily practice and quick routines to strengthen core and develop a deeper understanding of math concepts.	September 2018 (ongoing)	Farrell/Math Coach/Columbaro/Grade level teams	School	None	None
Mathematical practice 3 (Construct viable arguments and critique the reasoning of others) will be intentionally targeted in classroom instruction through the utilization of open ended tasks aligned to priority standards and aligned with the Rigor and Relevance Quadrant D.	September 2018 (ongoing)	Columbaro	School	None	None
Continue to utilize student data folders and goal setting worksheets to individualize instruction with a routine emphasis on EL students.	December 2018	Grade Level Teams	School	None	Building budget
Targeted support for curriculum and instruction will be	August 2018 (ongoing)	Columbaro/Math	District	District funded	District funded

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<p>provided by district math coaches to special education staff in order to enhance strategies to increase student outcomes (e.g. increase capacity to utilize math manipulatives, explicitly teach academic vocabulary using a math word work, and implement Math Talk).</p>		<p>Coach/Resource Teachers</p>			
<p>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</p>					
<p>Informal and formal observation cycles; i-Ready reports; Data review and progress monitoring meeting notes; Roster data for students receiving intervention; Bi-monthly growth checks in <i>i-ready</i> for students receiving intervention; Common assessments</p>					
<p>Target Group</p>	<p>Baseline Data</p>	<p>Benchmark 1</p>	<p>Benchmark 2</p>	<p>Benchmark 3</p>	
<p>Schoolwide</p>	<p>50%</p>	<p>53% by 2016-2017</p>	<p>56% by 2017-2018</p>	<p>60% by 2018-2019</p>	
<p>Low Income</p>	<p>32.9</p>	<p>42 % by 2016-2017</p>	<p>51 % by 2017-2018</p>	<p>60% by 2018-2019</p>	
<p>IEP</p>	<p>9.4%</p>	<p>26 % by 2016-2017</p>	<p>43 % by 2017-2018</p>	<p>60% by 2018-2019</p>	
<p>LEP</p>	<p>42.3%</p>	<p>48 % by 2016-2017</p>	<p>54 % by 2017-2018</p>	<p>60% by 2018-2019</p>	
<p>Hispanic</p>	<p>14.3%</p>	<p>30 % by 2016-2017</p>	<p>45 % by 2017-2018</p>	<p>60% by 2018-2019</p>	

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Goal #5: Academic Progress					
SIP Goal #5d: Science SMART Goal:					
By the end of the 2018-2019 school year, Algonquin Lakes Elementary School student proficiency will increase by at least 10% overall on the Illinois Science Assessment (ISA), as compared to 68% of students on the 2015-2016 ISA. In the 2016-2017 school year, this increase will be at least 2%; in the 2017-2018 school year, this increase will be an additional 4%: and finally, in the 2018-2019 school year, this increase will be at least 4% for an overall growth of at least 10% by the end of this three year period (78% proficient).					
Target Group or Subgroup:					
All Students with Illinois Science Assessment in grade 5.					
Rationale/Research: (Wiseways or other)					
WWAAA01. All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment.					
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:
Classroom instruction will demonstrate alignment with NGSS through the incorporation of instruction follows the 5-E model (Engage, Explore, Explain, Elaborate, Evaluate) over the course of a unit of study	September 2018 (ongoing)	Columbaro/Grade level teams	District	None	None
Utilize the D300-created Haiku pages to support instruction utilizing the Discovery Science Program.	September 2018 (ongoing)	Columbaro/Grade level teams	District	None	None
Integrate project based learning focus on scientific inquiry and engineering design in projects created by the students.	September 2018 (ongoing)	Svercauski/Columbaro/Grade level teams	School	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Principal observations; Team meeting notes; Data review and progress monitoring meeting notes; Common assessments					
Target Group	Baseline Data	Benchmark 1	Benchmark 2	Benchmark 3	
Schoolwide	68%	70% by 2016-2017	74% by 2017-2018	78% by 2018-2019	
Low Income	44%	55% by 2016-2017	67% by 2017-2018	78% by 2018-2019	
IEP	50%	59% by 2016-2017	69% by 2017-2018	78% by 2018-2019	
LEP	50%	59% by 2016-2017	69% by 2017-2018	78% by 2018-2019	
Hispanic	45%	56% by 2016-2017	67% by 2017-2018	78% by 2018-2019	