

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



School Name	Algonquin Middle School
Principal Name	Jason Lentz
Mission and Vision	Mission: It is our mission to engage our students in a quality education that will provide them with the ability to grow into successful, well-rounded individuals in the classroom and community.
School Improvement Team Members	Jason Lentz, Dave Rumoro, Jennifer Connelly, Stephen Majewski, Jackie Pendola, Megan White, Deane Gidlund, Bonnie Cyrwus, Kris Kirsten, Nicole Hapanovich, Renee Ballerine, Lindsey Thomas, Anna Martin (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					
<p>Algonquin Middle School will demonstrate improvement in the area of Teacher to Teacher Trust (Collaborative Teachers) by increasing the rating from Less Implementation (Score of 37) to Average Implementation (Score of 58) or higher as measured by the 2019 Illinois 5Essentials Survey.</p> <p><u>5Essentials Survey Data from 2017:</u></p> <ul style="list-style-type: none"> • Performance: Less Implementation 					
Target Group or Subgroup:					
Principal, Assistant Principal, and Certified Staff					
Rationale/Research: (Wiseways or other)					
<p>Rationale: 5Essentials Survey Data from 2017 indicates the need to focus on increasing Teacher to Teacher Trust in the areas of teachers in the school trust each other teachers respect other teachers who take the lead on school improvement efforts, teachers at this school respect those colleagues who are experts at their craft, and teacher's feels respected by other teachers. AMS will support the district initiative of developing great teachers and leaders by using the school improvement process to increase teacher to teacher trust at AMS.</p>					
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: Through the PLC Process, teachers will engage in peer observations to collaborate about current instructional practices that focus on student engagement/motivation, levels of questioning, and grit.	May 23, 2019	Administration and Certified Teaching Staff	During the School Day	\$1,000	
Professional Development Opportunities: Using the 2018-2019 Early Release schedule for Professional Development, members of the school improvement team will introduce and actively engage staff with purposeful teaching strategies/activities that they will be able to add to their repertoire of teaching strategies. As part of actively engaging the staff in the activities, the goal is to help support and foster teachers working outside of their team based structure with the purpose of building collaboration and trust	May 23, 2019	Administration and School Improvement Team	Early Release Professional Development Days	\$250	

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among all staff. Examples of strategies include Socratic Seminars and implementing Readers Workshop.					
PLC Leadership Team: Actively engage in a book study that includes the book "Students at the Center" with members of the PLC leadership team. Upon completion of the book study, the leadership team will walk away with three "student centered" approaches to education that we will be able to share during the March 9 th Early Release day for staff to successfully implement during the 4 th quarter. We will measure the implementation through a google survey developed by the PLC Leadership Team.		March 23, 2019	Administration and PLC Leadership Team	PLC Leadership Team Meetings and Early Release Days	\$200
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
We will set and record PLC Leadership agendas, develop certified staff surveys and analyze the data, track how many staff observe each other in the classroom setting and collect what the focus of the lesson and feedback will be, early release agendas capturing instructional strategies.					
Baseline Data	Benchmark 1 (October 27, 2017)	Benchmark 2 (January 26, 2018)	Benchmark 3 (May 23, 2019)		
37% in 2017	52% in 2018	Goal is 58% by 2019	Goal is 58% by 2019		
Teacher to Teacher Trust: Team Leaders, Department Leaders, PLC Leadership Team, SIP Team, and Administration will work together to implement build capacity and opportunities for staff to build on staff relationships with each other.	Introduce, Model, and Actively Engage staff in three teaching activities that staff can use to add to their repertoire/tool box of teaching strategies. <ul style="list-style-type: none"> - 2 led by members of the school improvement team - 1 led by a certified staff member other than the school improvement team 	Introduce, Model, and Actively Engage staff in three teaching activities that staff can use to add to their repertoire/tool box of teaching strategies. <ul style="list-style-type: none"> - 1 led by members of the school improvement team - 2 led by a certified staff members other than the school improvement team 	Introduce, Model, and Actively Engage staff in three teaching activities that staff can use to add to their repertoire/tool box of teaching strategies. <ul style="list-style-type: none"> - 3 supported by members of the school improvement team - 3 led by a certified staff members other than the school improvement team 		
Baseline Data	Benchmark 1 (October 27, 2017)	Benchmark 2 (January 26, 2018)	Benchmark 3 (May 25, 2018)		

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<p>Professional Development Opportunities: Using the 2017-2018 Early Release schedule for Professional Development, members of the school improvement team will introduce and actively engage staff with purposeful teaching strategies/activities that they will be able to add to their repertoire of teaching strategies. As part of actively engaging the staff in the activities, the goal is to help support and foster teachers working outside of their team based structure with the purpose of building collaboration and trust among all staff.</p>	<p>Have three staff members participate in peer/peer observations of which include a Pre-Conference, Observation, and Coaching Reflection. Focus of the observation will be student motivation, student engagement, or student grit.</p>	<p>Have three staff members participate in peer/peer observations of which include a Pre-Conference, Observation, and Coaching Reflection. Focus of the observation will be student motivation, student engagement, or student grit.</p>	<p>Have four staff members participate in peer/peer observations of which include a Pre-Conference, Observation, and Coaching Reflection. Focus of the observation will be student motivation, student engagement, or student grit.</p>
<p>Baseline Data</p>	<p>Benchmark 1 (October 27, 2017)</p>	<p>Benchmark 2 (January 26, 2018)</p>	<p>Benchmark 3 (May 25, 2018)</p>
<p>PLC Leadership Team: Actively engage in a book study that includes the book "Students at the Center" with members of the PLC leadership team. Upon completion of the book study, the leadership team will walk away with three "student centered" approaches to education that we will be able to share during the March 9th Early Release day for staff to successfully implement during the 4th quarter. We will measure the implementation through a google survey developed by the PLC Leadership Team.</p>	<p>Purchase the Book and set book study structure to ensure purpose of engaging in a book study.</p>	<p>Have determined two student centered approaches that will be shared with staff to implement starting fourth quarter.</p>	<p>Have determined, shared, and implemented 3 student centered approaches during 4th quarter and survey the staff to determine implementation and analyze effectiveness through feedback.</p>

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District Goal #2: Engage Family and Community					
SIP Goal #2: SMART Goal					
Algonquin Middle School will demonstrate improvement in the area of Parent Involvement in School (Involved Families) by increasing the rating from Least Implementation (Score of 13) to Less Implementation (Score of 36) or higher as measured by the 2019 Illinois 5Essentials Survey.					
<u>5Essentials Survey Data from 2017:</u>					
<ul style="list-style-type: none"> ● Performance: Least Implementation 					
Target Group or Subgroup:					
Principal and Parents/Guardians					
Rationale/Research: (Wiseways or other)					
Rationale: 5Essentials Survey Data from 2017 indicates the need to focus on improving parent and community engagement within the school. AMS will support the district initiative of engaging the family and community by using the school improvement process to increase community and school engagement at AMS.					
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:
Engage a parent/guardian to act as members of the Algonquin Middle School Improvement Team. Expand from two members of the PAC to five members of the PAC Team.	October 27, 2017	Administration, School Improvement Team Members	None	None	

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In an effort to address chronic absenteeism at AMS, we will implement the new multi-tiered truancy process including interviews and completion of risk factor inventory.	May 23, 2019	PBIS team, Admin	District	None	
We will communicate regularly with parents through the AMS Facebook page, RCS messages, and the AMS Website.	Ongoing	Secretary, Admin	None	None	
Develop and implement a Parent Advisory Committee to serve as the conduit for stakeholders to learn about the school, develop school to community surveys, analyze the results of the survey, and provide suggestions/ideas to improve the school and community relationship.	January 26, 2018	Administration, School Improvement Team, Parents/Guardians	None	TBD	
Parent Advisory Committee to establish and conduct one Spring Community Meeting designed for parents to learn about the school and educate families on teaching strategies commonly used within the classroom and highlight purpose.	May 23, 2019	Administration, School Improvement Team, Members of the Parent Advisory Committee	None	TBD	

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Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

We will expand and grow our parent advisory committee, develop a link on the AMS webpage that will act as a conduit for communication, develop school to community survey's, provide suggestions/ideas to help bring school and community together

Baseline Data	Benchmark 1 (October 27, 2017)	Benchmark 2 (January 26, 2018)	Benchmark 3 (May 25, 2018)
13% in 2017	30% in 2018	Goal is 36% by 2019	
Engage a parent/guardian to act as members of the Algonquin Middle School Improvement Team. Expand from two members of the PAC to five members of the PAC Team.	Select the parents/guardians that will become members of the parent advisory committee. Increase from two parents to five parents. Meet 1x a month with an organized agenda and meeting minutes	Maintain consistent PAC attendance at monthly meetings. Engage in outside resources to gather a collective understanding on how to engage school and community.	Established an action plan for future meetings and activities to engage the school and the community.
Baseline Data	Benchmark 1 (November 30, 2017)	Benchmark 2 (January 30, 2018)	Benchmark 3 (March 30, 2018)

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<p>Develop and implement a Parent Advisory Committee to serve as the conduit for stakeholders to learn about the school, develop school to community surveys, analyze the results of the survey, and provide suggestions/ideas to improve the school and community relationship.</p>	<p>Develop and implement a needs assessment survey for the community to participate in.</p> <p>Analyze the results of the needs assessment and develop action plan.</p>	<p>Develop and implement opportunities for the parents and the school to participate in together.</p>	<p>Develop and outline format for the Community Engagement Meeting. Budget materials and time for staff and parents to plan for the meeting.</p> <p>Parent Advisory Committee to send out communications to the community:</p> <ul style="list-style-type: none"> ● Informing and inviting all parents/guardians to attend the Community Engagement Meeting
<p>Baseline Data</p>	<p>Benchmark 1 (November 30, 2017)</p>	<p>Benchmark 2 (January 30, 2018)</p>	<p>Benchmark 3 (May 11, 2018)</p>
<p>Parent Advisory Committee to establish and conduct one Spring Community Meeting designed for parents to learn about the school and educate families on teaching strategies commonly used within the classroom and highlight purpose.</p>	<p>Select the parents/guardians that will become members of the parent advisory committee. Increase from two parents to five parents.</p> <p>Meet 1x a month with an organized agenda and meeting minutes</p> <p>Develop and implement a needs assessment survey for the community to participate in.</p> <p>Analyze the results of the needs assessment and develop action plan.</p>	<p>Maintain consistent PAC attendance at monthly meetings.</p> <p>Engage in outside resources to gather a collective understanding on how to engage school and community. Develop and implement opportunities for the parents and the school to participate in together.</p>	<p>Parent Advisory Committee conducts one Spring Community Meeting designed for parents to learn about the school, share what is working and what isn't working.</p>

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District Goal #3: Develop the Whole Child					
SIP Goal #4: SMART Goal					
Algonquin Middle School will demonstrate improvement in the area of Safety (Supportive Environment) by increasing the rating from Average Implementation (Score of 43) to More Implementation (Score of 61) or higher as measured by the 2019 Illinois 5Essentials Survey.					
<u>5Essentials Survey Data from 2017:</u> <ul style="list-style-type: none"> ● Performance: Average Implementation 					
Target Group or Subgroup:					
Administration and Staff					
Rationale/Research: (Wiseways or other)					
Rationale: 5Essentials Survey Data from 2017 indicates the need to focus on improving safety both in the school setting and outside of the school setting. AMS will support the district initiative of developing the whole child by focusing on increasing student safety here at AMS.					
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:
Meet with the Fire Department, Police Department, and District Safety Officer to discuss current plans/structure of the current emergency procedures. Make adjustments as deemed necessary and appropriate to ensure effectiveness of plans	May 23, 2019	Administration	None	\$0	
Meet with the PBIS teams (Universal and Secondary) monthly and discuss the data collected from our 5Essentials survey focused on student safety. Discuss what the building can do to address the concerns specific to Outside of the school, bathrooms, and hallways.	May 23, 2019	Administration and safety team	None	\$0	
Meet quarterly as a building safety team to dissect the 5 Essentials survey results and build action plan to address the needs from the survey.	May 23, 2019	Administration, PBIS Leadership Team, School Improvement Team	School	\$100	
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					

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Calendar events, set agendas, collect notes from meetings/events, develop action plans for changes, and communicate to students and staff.			
Baseline Data	Benchmark 1 (October 31, 2017)	Benchmark 2 (December 14 ,2017)	Benchmark 3 (May 25, 2018)
43% in 2017	46% in 2018	Goal is 61% by 2019	
Meet with the Fire Department, Police Department, and District Safety Officer to discuss current plans/structure of the current emergency procedures. Make adjustments as deemed necessary and appropriate to ensure effectiveness of plans	Review the 2017-2018 school safety plan/emergency procedures and determine what is working and what is not working. Share the 5Essentials survey data and highlight the data about students not feeling safe outside of school. Develop a collaborative plan to address the concern of not feeling safe.	Have successfully met with a member of the Fire Department to share current Fire and Tornado emergency procedures. Have successfully met with a member of the Police Department to share current Lockdown emergency procedures. Have successfully met with the district safety office to review emergency plans and solicit improvements/changes that need to be made to current structure.	Develop revised/updated Emergency Plans for full implementation for 2018-2019 school year and communicate to all staff the new procedures.
Baseline Data	Benchmark 1 (October 31, 2017)	Benchmark 2 (April 20 ,2018)	Benchmark 3 (May 25, 2018)
Meet with the PBIS teams (Universal and Secondary) monthly and discuss the data collected from our 5Essentials survey focused on student safety. Discuss what the building can do to address the concerns specific to Outside of the school, bathrooms, and hallways.	Analyze current PBIS student expectations and determine the effectiveness of our student expectations and reinforcement/communication of the expectations. Analyze current PBIS incentives, cool tool lessons, and celebrations and determine if they are relevant and	Provide Restorative Practices Training to all staff and communicate our vision for implementation when it comes to student behavior and intended outcomes. Develop and Implement PBIS Lesson specific to student safety both in the	Update Expectations and Safety Expectation posters in the building. Survey the students using the same questions derived from the 5 Essentials Survey to measure growth. Use plan to share as part of the first week of school for the 2018-2019 school year for both students and staff.

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	<p>reach our intended/targeted audience.</p> <p>Analyze current secondary team procedures and interventions that target both the academic and behavioral sides of students. Determine what is working and what isn't working.</p> <p>Share the 5Essentials survey data and highlight the data about students not feeling safe outside of school. Develop a collaborative plan to address the concern of not feeling safe.</p>	<p>school setting and outside of the school setting.</p> <p>Survey the students using the same questions derived from the 5 Essentials survey.</p>	
Baseline Data	Benchmark 1 (October 6, 2017)	Benchmark 2 (April 20 ,2018)	Benchmark 3 (May 25, 2018)
<p>Meet quarterly as a building safety team to dissect the 5 Essentials survey results and build action plan to address the needs from the survey.</p>	<p>Share the 5Essentials survey data and highlight the data about students not feeling safe outside of school. Develop a collaborative plan to address the concern of not feeling safe.</p>	<p>Survey the students using the same questions derived from the 5 Essentials survey.</p> <p>The developed collaborative plan is fully implemented with the students and staff.</p>	<p>Survey the students using the same questions derived from the 5 Essentials Survey to measure growth.</p> <p>Analyzed success of collaborative plan.</p> <p>Use plan to share as part of the first week of school for the 2018-2019 school year for both students and staff.</p>

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District Goal #4: Develop Great Teachers and Leaders					
SIP Goal #4: SMART Goal					
Algonquin Middle School will demonstrate improvement in the area of Quality of Student Discussion (Ambitious Instruction) by increasing the rating from More Implementation (Score of 42) to More Implementation (Score of 61) or higher as measured by the 2019 Illinois 5Essentials Survey.					
<u>5Essentials Survey Data from 2017:</u> <ul style="list-style-type: none"> • Performance: More Implementation 					
Target Group or Subgroup:					
AMS Teachers and Students					
Rationale/Research: (Wiseways or other)					
Rationale: 5Essentials Survey Data from 2017 indicates the need to focus on improving the Quality of Student Discussion in the classroom setting. AMS will support the district initiative of developing great teachers and leaders by using the school improvement process to improve the quality of student discussions at AMS.					
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:
Introduce and model Costas Levels of Questioning to all staff members. Explicitly demonstrate level one, level two, and level three type questions to staff.	May 23, 2019	Administration and AVID Site Team	None	\$30.0	Building Budget
Implement at minimum philosophical chair activity for quarter one and either a philosophical chair and/or Socratic Seminar for quarters two, three, and four. Gather and obtain reflection forms for each of the core content staff members to assess overall effectiveness of activity.	May 23, 2019	Administration	None	\$0	
Explicitly teach students how to write level one, level two, and level three Costas levels of questions and implement the questions during collaborative and/or cooperative group work.	May 23, 2019	Administration	None	\$30	

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Monitoring Plan: How will you monitor the effectiveness of your strategy/action?			
Professional development agendas, early release time activities, student reflection forms, and walk-through reflection forms specific to levels of questioning and collaborative/cooperative group work.			
Baseline Data	Benchmark 1 (October 6, 2017)	Benchmark 2 (January 26, 2018)	Benchmark 3 (May 23, 2019)
42% in 2017	66% in 2018	Goal of 62% by 2019	Goal of 62% by 2019 (or higher)
Introduce and model Costas Levels of Questioning to all staff members. Explicitly demonstrate level one, level two, and level three type questions to staff.	During staff professional development time (August In-Service and Early Release Days) introduce Costas Levels of Questioning and engage staff as active participants in activities that focus on Costas Levels of Questioning.	Provide the AVID Site Team the opportunity to engage staff in a Philosophical chairs activity and a Socratic Seminar activity using all three levels of Costas Levels of Questioning. Provide the staff with an organically created poster for staff to hang and visualize the Costas Levels of Questioning House within the classroom setting.	Develop and Implement a survey that focuses on best teaching strategies/activities teachers can use to foster an environment for students to consistently use Costas Level of Questioning.
Baseline Data	Benchmark 1 (October 30, 2017)	Benchmark 2 (March 30, 2018)	Benchmark 3 (May 25, 2018)
Implement one philosophical chair activity for quarter one and either a philosophical chair and/or Socratic Seminar for quarters two, three, and four. Gather and obtain reflection forms for each of the core content staff members to assess overall effectiveness of activity.	Collect Student Reflection Forms and Staff Reflection Forms regarding the implementation of the Philosophical chairs activity for Quarter one.	Collect Student Forms and Staff Reflection Forms regarding the implementation of the Socratic Seminars Activity for Quarter two and three.	Collect Student Forms and Staff Reflection forms regarding the implementation of Socratic Seminars Activity for Quarter four.
Baseline Data	Benchmark 1 (October 30, 2017)	Benchmark 2 (March 30, 2018)	Benchmark 3 (May 25, 2018)
Explicitly teach students how to write level one, level two, and level	Staff will introduce and explicitly teach the students about Costas	Administration will engage in a minimum of three reflective practice	Administration will engage in a minimum of four reflective practice visits focused on

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three Costas levels of questions and implement the questions during collaborative and/or cooperative group work.	Levels of Questioning and develop a lesson activity to allow for students to engage in writing level one, two, and three questions. (Question Playbook)	visits focused on student levels of questioning in each of the core content areas.	student levels of questioning specific to Costas Level Two and Three during collaborative and/or cooperative group work.
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Goal #5: Academic Progress					
SIP Goal #5a: ELA (Reading) SMART Goal:					
By the end of the 2018-2019 school year, Algonquin Middle School student proficiency in reading overall will increase by 10% in the area of reading on the PARCC assessment, as compared to 57.4% of students meeting or exceeding standards on the 2014-2015 PARCC assessment school wide. In 2016-2017 school year this increase will be at 3%; in the 2017-2018 school year, this increase will be an additional 3%; 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 (67.4% meeting or exceeding standards).					
Target Group or Subgroup:					
Low Income: This subgroup will reach 67.4% reading proficiency in 2018/2019 as compared to 47.8% proficiency in 2014/2015 IEP: This subgroup will reach 67.4% reading proficiency in 2018/2019 as compared to 12.1% proficiency in 2014/2015 LEP: This subgroup will reach 67.4% reading proficiency in 2018/2019 as compared to 0% proficiency in 2014/2015 Hispanic: This subgroup will reach 67.4% reading proficiency in 2018/2019 as compared to 51.8% proficiency in 2014/2015 Black: This subgroup will reach 67.4% reading proficiency in 2018/2019 as compared to 30.8% proficiency in 2014/2015					
Rationale/Research: (Wiseways or other)					
PARCC Assessment Data and i-Ready Assessment Data					
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:
Use i-Ready benchmark data to monitor student reading levels and have data discussions about student needs	May, 23, 2019	All Staff	None	TBD	

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Teachers will utilize their reading coach to further develop their skills in the areas of close reading and differentiating instruction.	May 23, 2019	All math teachers	None	N/A	
Provide targeted support for EL cohort in core classes at each grade level.	May 23, 2019	ELL, Admin	None		
Provide targeted support for students with IEPs by training additional teachers in both LLI and Corrective Reading.	October 15, 2019	Admin, Teachers	None	N/A	
Develop differentiated plans to support student Reading development. Work with core department reps specific to staff lesson plans developed using assessment data.	May 23, 2019	All Staff	None	TBD	
Successfully implement Reader's Workshop across all grade levels and monitor effectiveness through student interest survey.	May 23, 2019	All Staff	None	TBD	

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

Utilizing data review opportunities we will monitor student classroom performance data, i-Ready data, and student survey data. Collect data on student reading interests from the beginning for the year to the end of the year. Work with department rep on the implementation of the ELA priority standards for 6th, 7th, and 8th grade.

Target Group	Baseline Data PARCC Assessment 2014-2015	Benchmark 1 PARCC Assessment 2015-2016	Benchmark 2 PARCC Assessment 2016-2017	Benchmark 3 PARCC Assessment 2017-2018
School wide	57.4 % Proficient	60.4 % Proficient	63.4 % Proficient	67.4 % Proficient
Low Income	47.8 % Proficient	50.7 % Proficient	53.4 % Proficient	67.4 % Proficient
IEP	12.1 % Proficient	15.1 % Proficient	18.1 % Proficient	67.4 % Proficient
LEP	0.0 % Proficient	3 % Proficient	6 % Proficient	67.4% Proficient
Hispanic	51.8 % Proficient	54.8 % Proficient	57.8 % Proficient	67.4% Proficient
Black	30.8 % Proficient	33.8 % Proficient	36.8 % Proficient	67.4% Proficient

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Goal #5: Academic Progress					
SIP Goal #5b: ELA (Writing) SMART Goal:					
<p>By the end of the 2018-2019 school year, Algonquin Middle School student proficiency in writing overall will increase by 10% in the area of reading on the PARCC assessment, as compared to 36.4 scale score of students meeting or exceeding standards on the 2014-2015 PARCC assessment school wide. In 2016-2017 school year this increase will be at 3%; in the 2017-2018 school year, this increase will be an additional 3%; 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 (46.4 scale score meeting or exceeding standards).</p>					
Target Group or Subgroup:					
<p>Low Income: This subgroup will reach 46.4 scale score in 2018/2019 as compared to 34.9 scale score in 2014/2015 IEP: This subgroup will reach 46.4 scale score 2018/2019 as compared to 30.2 scale score in 2014/2015 LEP: This subgroup will reach 46.4 scale score in 2018/2019 as compared to 31.0 scale score in 2014/2015 Hispanic: This subgroup will reach 46.4 in 2018/2019 as compared to 36.1 scale score in 2014/2015 Black: This subgroup will reach 46.4 scale score in 2018/2019 as compared to 30.3 scale score in 2014/2015</p>					
Rationale/Research: (Wiseways or other)					
PARCC Assessment Data and the new ELA Curriculum					
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:
Use i-Ready benchmark data to monitor student writing levels and have data discussions about student needs	May 23, 2019	Administration, ELA Staff, ELA department Rep, SS department, and SS Department Rep.	None	TBD	
Develop differentiated plans to support student	May 23, 2019	Administration, ELA Staff, ELA department	None	TBD	

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writing development. Work with core department reps specific to staff lesson plans developed using assessment data.		Rep, SS department, and SS Department Rep.			
Provide targeted support for EL cohort in core classes at each grade level.	May 23, 2019	ELL, Admin	None		
The second (2 nd) 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 23, 2019	Administration, ELA Staff, ELA department Rep, SS department, and SS Department Rep.	None	TBD	

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?
 Utilizing data review opportunities we will monitor student classroom performance data, i-Ready data, and student survey data. Collect data on the use constructive response format in replace of Mel-CON/Tel-CON writing format. Work with department rep on the implementation of the ELA priority standards for 6th, 7th, and 8th grade.

Target Group	Baseline Data PARCC Assessment 2014-2015	Benchmark 1 PARCC Assessment 2015-2016	Benchmark 2 PARCC Assessment 2016-2017	Benchmark 3 PARCC Assessment 2017-2018
School wide	36.4 Scale Score	39.4 Scale Score	42.4 Scale Score	46.4 Scale Score
Low Income	34.9 Scale Score	37.9 Scale Score	40.9 Scale Score	46.4 Scale Score
IEP	30.2 Scale Score	33.2 Scale Score	36.2 Scale Score	46.4 Scale Score
LEP	31.0 Scale Score	34.0 Scale Score	37.0 Scale Score	46.4 Scale Score
Hispanic	36.1 Scale Score	39.1 Scale Score	42.1 Scale Score	46.4 Scale Score
Black	30.3 Scale Score	33.3. Scale Score	36.3 Scale Score	46.4 Scale Score

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Goal #5: Academic Progress					
SIP Goal #5c: Mathematics SMART Goal:					
By the end of the 2018-2019 school year, Algonquin Middle School student proficiency in math overall will increase by 10% in the area of reading on the PARCC assessment, as compared to 27.8% of students meeting or exceeding standards on the 2014-2015 PARCC assessment school wide. In 2016-2017 school year this increase will be at 3%; in the 2017-2018 school year, this increase will be an additional 3%; 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 (37.8% meeting or exceeding standards).					
Target Group or Subgroup:					
Low Income: This subgroup will reach 37.8% reading proficiency in 2018/2019 as compared to 13.8% proficiency in 2014/2015 IEP: This subgroup will reach 37.8% reading proficiency in 2018/2019 as compared to 7.6% proficiency in 2014/2015 LEP: This subgroup will reach 37.8% reading proficiency in 2018/2019 as compared to 6.7% proficiency in 2014/2015 Hispanic: This subgroup will reach 37.8% reading proficiency in 2018/2019 as compared to 19.3% proficiency in 2014/2015 Black: This subgroup will reach 37.8% reading proficiency in 2018/2019 as compared to 7.7% proficiency in 2014/2015					
Rationale/Research: (Wiseways or other)					
PARCC Assessment Data and i-Ready Assessment Data					
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:
Teachers will utilize their math coach to further develop their skills in the areas of implementing the LESA model, using manipulatives in instruction, and integrating the 8 Mathematical Practices in lessons.	May 23, 2019	All math teachers	None	N/A	
Implement and monitor the new Algebra 1A curriculum	May 23, 2019	Algebra teachers	None	N/A	

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Provide targeted support for EL cohort in core classes at each grade level.	May 23, 2019	ELL, Admin	None		
Provide students with IEP additional support through additional ELT interventions.	September 17, 2019	Grade level teachers			
Use i-Ready benchmark data to monitor student math levels and have data discussions about student needs.	May 23, 2019	All Staff	None	TBD	
Develop differentiated plans to support student Math development. Work with core department reps specific to staff lesson plans developed using assessment data.	May 23, 2019	All Staff	None	TBD	
Work with students in the math setting to develop a growth mindset and focus on the assessment for learning.	May 23, 2019	All Staff	None	TBD	

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

Utilizing data review opportunities we will monitor student classroom performance data, i-Ready data, and student survey data. Collect data on the use of math manipulatives. Work with department rep and director for math on the implementation of the math priority standards for 6th, 7th, and 8th grade.

Target Group	Baseline Data PARCC Assessment 2014-2015	Benchmark 1 PARCC Assessment 2015-2016	Benchmark 2 PARCC Assessment 2016-2017	Benchmark 3 PARCC Assessment 2017-2018
Schoolwide	27.8 % Proficient	30.8 % Proficient	33.8 % Proficient	37.8 % Proficient
Low Income	13.8 % Proficient	16.8 % Proficient	19.8 % Proficient	37.8% Proficient
IEP	7.6 % Proficient	10.6 % Proficient	13.6 % Proficient	37.8% Proficient
LEP	6.7 % Proficient	9.7 % Proficient	12.7 % Proficient	37.8% Proficient
Hispanic	19.3 % Proficient	22.3 % Proficient	25.3 % Proficient	37.8 % Proficient
Black	7.7 % Proficient	10.7 % Proficient	13.7 % Proficient	37.8 % Proficient

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Goal #5: Academic Progress					
SIP Goal #5d: <i>Science</i> SMART Goal:					
By the end of the 2018-2019 school year, Algonquin Middle School student proficiency in science overall will be at xx % (performance will increase by 10% overall) on the Illinois Science Assessment as compared to xx % of students scoring in the proficient range on the 2015-2016 assessment school wide.					
(This goal will be finalized when the baseline data becomes available)					
Target Group or Subgroup:					
Low Income: TBA IEP: TBA LEP: TBA Hispanic: TBA Black: TBA					
Rationale/Research: (Wiseways or other)					
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:
Classroom instruction will demonstrate alignment with NGSS through the incorporation of Crosscutting Concepts (CCC) that align with the topic.	5/19	Teachers, Department Reps	School	N/A	
Analyze data from semester exams to monitor student skills and develop instructional plans to correct this deficit	5/19	Administration, Science Department Rep., Science Department Staff	None	TBD	
For the 18-19 school year, in order to guarantee an equitable core instructional experience					

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teachers will implement the D300 science curriculum for each grade level utilizing the D300-approved curricular resources.	5/19	Teachers	School	N/A	
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Target Group	Baseline Data Science Assessment 2015-2016	Benchmark 1 Science Assessment 2016-2017	Benchmark 2 Science Assessment 2017-2018	Benchmark 3 Science Assessment 2018-2019	
Schoolwide	TBA	Spring 2017	Spring 2018	Spring 2019	
Low Income	TBA	Spring 2017	Spring 2018	Spring 2019	
IEP	TBA	Spring 2017	Spring 2018	Spring 2019	
LEP	TBA	Spring 2017	Spring 2018	Spring 2019	
Hispanic	TBA	Spring 2017	Spring 2018	Spring 2019	
Black	TBA	Spring 2017	Spring 2018	Spring 2019	