

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



School Name	Gilberts Elementary School
Principal Name	Craig Zieleniewski
Mission and Vision	<p>Mission</p> <ul style="list-style-type: none"> To ensure all students are college or career ready upon graduation <p>Vision</p> <ul style="list-style-type: none"> To foster a safe and caring environment with purposeful communication, respect, and responsibility while developing the foundation for college and career readiness
School Improvement Team Members	Michelle Creegan - 5 th Grade Teacher, Jessica Deng - 4 th Grade Teacher, Danielle Goebbert - 3 rd Grade Teacher, Kalynn Lemley - 2 nd Grade Teacher, Shannon Leonard - Parent - 4 th Grade Teacher, Kathryn Ley - Parent - 2 nd Grade Teacher, Katie Negi - 2 nd Grade Teacher, Lisa Papeck - 5 th Grade Teacher, Cristie Stanek - 2 nd Grade Teacher, Jennifer Troy - Assistant Principal, Craig Zieleniewski - Principal
Cabinet Member Signature and Date	
Superintendent Signature and Date	
Board President Signature and Date	

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

District Goal #1: Develop Great Teachers and Leaders					
SIP Goal #1: SMART Goal					
In schools with strong collaborative teachers and leaders, all teachers collaborate to promote professional growth. In the 2017 5Essentials Survey, Gilberts Elementary School had an overall score of 42 (average implementation) for Collaborative Practices. In 2019, survey results will show an increase to “more implementation” level in this area.					
Target Group or Subgroup:					
Classroom teachers, literacy teachers/coaches					
Rationale/Research: (Wiseways or other)					
As we implement the ELA curriculum in 2018-19 it will be important to teach the programs with fidelity and to cover the required units of study in the pacing guide. “Districts and buildings must clearly define the essential features of RtI/MTSS using the most current research and practice literature in order for fidelity of implementation to be meaningful.” http://www.rtinetwork.org/rti-blog/entry/1/107					
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:
Gilberts Elementary staff will implement collaborative practices which will include opportunities to observe others’ practice and work together to review curriculum pacing (specifically ELA), assessment data, and develop instructional strategies.	On-going	Staff	None	0	N/A
Staff will collect data from Wonders (weekly and unit assessments) to identify the specific needs of students and work collectively to seek strategies to meet their needs.	Monthly	Craig Zieleniewski	None	0	N/A

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

Teachers will observe peers during the 18-19 school year. This will include a debrief meeting to discuss instructional goals and strategies, student achievement results, reflection, and next steps.	On-going	Craig, Zieleniewski, Jennifer Troy	None	0	District
Teachers will participate in grade level PLC meetings to lesson plan on a consistent basis. Professional Development activities will align to the D300 three year PLC plan.	On-going	Craig Zieleniewski, Jennifer Troy	School	0	N/A
The leadership team will participate in classroom walk-throughs. Observation and feedback will be provided to staff.	On-going	Craig Zieleniewski, Jennifer Troy	None	0	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Data collection spreadsheet, i-Ready reports, observation notes, ongoing review of ELA pacing guide					
Baseline Data	Benchmark 1 (Define Date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
May 2017 5E Survey Data Collaborative Practices 42 / Average Implementation	10/14/18 PLCs will develop norms and meet as teams Walk-throughs	12/16/18 May 2017 Leadership team meets with PLCs Walk-throughs and shared data with PLCs 5E Data	5/25/19 5Essentials Survey Data 2019		

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

District Goal #2: Engage Family and Community					
SIP Goal #2: SMART Goal					
In schools with involved families the entire staff builds strong external relationships. During the 2018-19 school year, Gilberts Elementary School will demonstrate improvement in the area of Parent Involvement in School by increasing the rating from More Implementation (73) on the 2017 Illinois 5Essentials Survey to Most Implementation as measured by the 2019 Illinois 5Essentials Survey.					
Target Group or Subgroup:					
Parents/Legal Guardians and all stakeholders					
Rationale/Research: (Wiseways or other)					
The goal of parent-teacher conferences is to ensure that open communication exists between parents and teachers. This will foster active participation by parents in their child’s schooling. Research states, “No matter the student population, involving parents primarily in the instruction of their own children is most likely to contribute to children’s learning.” (Leithwood & Menzies, 1998 as cited by Hawley, 2007)					
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:
Advertise online parent-teacher conference sign-up at Parent Night, in the Virtual Backpack, on the school website, on teacher Haiku pages, and with targeted RCS messages	October - November 2018	Craig Zieleniewski, Jennifer Troy, Marilyn Gutierrez	None	0	N/A

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

Initiate reminder emails for parents through the PTC Wizard scheduling program	November 2018	Jennifer Troy	None	TBD	TBD
Promote literacy through Parent Reading Night and other forms of involvement such as one book – one school.	October-November 2018	Jennifer Troy	None	0	N/A
Collect parent-teacher conference attendance data using PTC Wizard.	November/December 2018	Jennifer Troy	None	TBD	TBD
Track parent involvement through the Teacher Assistance Program (TAP) and parents volunteering through the Raptor System.	On-going	Jennifer Troy	None	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Weekly data collection using PTC Wizard to monitor sign-up and to determine overall participation rate.					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
Illinois 5Essentials 2017 (73) Baseline Data for Parent-Teacher Conferences TAP Schedules from PTO Raptor Reports	10/12/18 Monitor Parents Scheduled in PTC Wizard	12/21/18 May 2018 Review Parent Participation in Parent-Teacher Conferences 5E Survey Data	5Essentials Survey Data 2019		

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

District Goal #3: Equitable and Efficient Use of Resources					
SIP Goal #3: SMART Goal					
During the 2018-19 school year, Gilberts Elementary School will demonstrate improvement in planning how discretionary funds are used by increasing the percentage of staff who indicated that they had no influence (7%) based on the 2017 Illinois 5Essentials Survey. The 2017-2018 5Essentials data showed this lowered to 2%. We will maintain this response to no more than 5% on the 2019 Illinois 5Essentials Survey.					
Target Group or Subgroup:					
Staff					
Rationale/Research: (Wiseways or other)					
“It is critical for resource allocation practices to reflect an understanding of the imperative to eliminate existing inequities and close the achievement gap.” (Lynch, 2016 http://www.huffingtonpost.com/matthew-lynch-edd/allocating-resources-to-i_b_1018778.html) A supportive classroom environment provides students with needed resources/supplies to foster high levels of engaged learning.					
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 at the building give input on student supply lists. The school community will seek additional means for students who are unable to obtain items on their supply lists.	July 15, 2019	Laurie Goetz, Marilyn Gutierrez	None	TBD	Building budget

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

Work with staff to monitor available resources for all students and provide necessary supplies to students, as appropriate, to support the curriculum. The review of needed resources will focus on 1:1 and the implementation of the Wonder ELA Program.	On-going	Classroom teachers, Craig Zieleniewski	None	0	N/A
Work with staff to order additional resources when student needs arise. Principal will work through grade level representatives to determine the use of discretionary resources within the budget to assist in meeting the needs of all students.	August 14, 2019	Craig Zieleniewski, Jennifer Troy, Marilyn Gutierrez	School	\$500	Building budget
The PTO will provide grade level mini-grants at the request of the grade level teachers to support students with materials or field trips.	May 25, 2019	Grade level representatives	None	\$2,500	PTO budget
Staff at Gilberts Elementary will make a conscious effort to increase the use of efficient methods to conserve available resources (increasing the use of digital resources, limiting mailings, using Haiku and the Rapid Communication System).	May 25, 2019	Classroom teachers, Craig Zieleniewski	None	0	N/A
Staff will be informed of available supplies.	On-going	Office staff	None	0	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Teachers will monitor the availability and use of materials in the classroom. The school will supplement the purchase of materials as needed. This will ensure an equitable and efficient use of resources.					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
2017 Illinois 5Essentials Survey	End of first quarter	May 2018	End of fourth quarter		

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

7% Data	10/14/17 Student Resource Needs	End of second quarter 12/16/17 Student Resource Needs 5E Survey Data	5/25/18 2019 5Essentials Survey
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District Goal #4: Develop the Whole Child					
SIP Goal #4: SMART Goal					
On the 2017 5Essentials Survey, Gilberts Elementary had an overall score of 47 (average implementation) for Collective Responsibility. As a school, we must take ownership of all students to support their social and emotional needs through our Positive Behavior Interventions and Supports (PBIS) model. In 2019, survey results will show an increase towards more implementation from the 2017 score of 47 on Collective Responsibility.					
Target Group or Subgroup:					
Teachers, support staff, students					
Rationale/Research: (Wiseways or other)					
“...social and emotional learning programs pave the way for better academic learning. In an ideal learning environment, children are focused, fully attentive, motivated, and engaged, and enjoying their work.” (Zins, Weissberg, Wang, Walberg, 2004) By providing monthly data updates, teachers and support staff will be able to identify areas of need for additional support to improve student behavior, and celebrate student successes.					
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:

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

Teachers will implement weekly Second STEP lessons with a focus on the social and emotional development of students. Staff will collect PBIS and DESSA (social and emotional learning) data and seek additional methods to further meet the needs of all students.	August 14, 2018	Angie Piotrowski, Whitney Allison, Jennifer Troy	School	\$250	Building Budget
Classrooms will participate in PBIS Cool Tools at the beginning of the school year, and will also participate in PBIS boosters at the start of the second semester.	August 2018, January 2019	Angie Piotrowski, Jennifer Troy	School	0	N/A
The leadership team will create a summary report of Office Discipline Referrals (ODRs) and attendance concerns. Positive Office Referrals will be shared quarterly with staff. The leadership will create intervention plans for students exhibiting chronic absenteeism. Specific targets will be developed to improve student behavior as well. Tier II intervention data will be reviewed bi-monthly to progress monitor students as needed.	On-going	Angie Piotrowski, Jennifer Troy	School	\$1,000	Building Budget
PBIS celebration assemblies will be planned each quarter to acknowledge student behavior and promote a positive learning environment at Gilberts Elementary. Non-attendance data will be tracked and reported so that all students have the opportunity to participate in an assembly each school year.	October, December 2018, March, May 2019	Angie Piotrowski, Jennifer Troy	School	\$500	PTO
Administration and the school registrar will monitor and contact families with chronic truancy throughout the school year. Administration will proactively monitor, contact, and provide intervention to families who are approaching chronic truancy.	On-going	Craig Zieleniewski, Jennifer Troy, Laurie Goetz	None	TBD	TBD

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

Staff members will attend the Illinois PBIS network training.	October	Angie Piotrowski, Jennifer Troy	School	\$500	Building Budget
PBIS rewards for students will include prizes and experiences (ex. lunch with principal).	On-going	Angie Piotrowski, Jennifer Troy, Craig Zieleniewski	None	None	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
End of quarter behavior data analysis and spreadsheets					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
2017 Illinois 5Essentials Data 47 5E Survey	October 2018 PBIS Assembly	December 2018 May 2018 PBIS Assembly data PBIS/Second Step Boosters 5E Data Survey	May 2019 2019 5Essentials Data		

Goal #5: Academic Progress

SIP Goal #5a: **ELA (Reading)** SMART Goal:

By the end of the 2018-19 school year, Gilberts Elementary School student performance will increase by 10% overall in the area of ELA on the PARCC assessment, as compared to 33.7% of students meeting or exceeding standards on the 2015-16 PARCC 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 an overall growth of at least 10% (43.7%) by the end of this three year period.

Target Groups or Subgroups:

Low Income: This subgroup will reach 43.7% ELA proficiency in 2018-2019 as compared to 20% proficiency in 2015-2016 (increase 23.7%).

IEP: This subgroup will reach 43.7% ELA proficiency in 2018-2019 as compared to 6.1% proficiency in 2015-2016 (increase 37.6%).

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

LEP: This subgroup will reach 43.7% ELA proficiency in 2018-2019 as compared to 12% proficiency in 2015-2016 (increase 31.7%).

Hispanic: This subgroup will reach 43.7% ELA proficiency in 2018-2019 as compared to 27.3% proficiency in 2015-2016 (increase 16.4%).

Rationale/Research: (Wiseways or other)

Target subgroups listed above scored below All on the PARCC assessment in 2016. Effective schools use “evidence of student learning ... on a regular basis to identify the specific needs of individual students.” (Dufour and Marzano, 2011)

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:
Provide staff with coaching and resources to implement the revised ELA curriculum framework with a focus on priority standards. Specific attention will be provided to the special education staff to seek additional methods to increase performance of IEP students.	On-going	Katrina Bates, Kristen Minner, Classroom teachers	District	TBD	TBD
Increase reading intervention through access to students by school literacy teachers to impact the growth of the lowest tier of students. Communication through the PLC process will be used to identify and support students.	On-going	Katrina Bates, Kristen Minner, Classroom teachers	District, School	\$295	Building budget

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

Implementation of TPI services to impact the growth of students with a second language spoken at home.	On-going	Jennifer Fitchie, Letisha Seyller	District, School	0	N/A
Continued practice with i-Ready and standardized assessments to familiarize Grade 3-5 students.	On-going	Classroom teachers	N/A	0	N/A
Teachers will monitor student i-Ready usage and provide feedback to each student to promote lesson completion.	On-going	Classroom teachers	N/A	0	N/A
Teachers that have EL students in their classrooms will receive professional development through ESL language coach to implement best practice.	On-going	EL Staff and Coach	N/A	0	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
<p>The plan will be monitored by all K-5 teachers and support staff. Professional Learning Communities will meet regularly. Grade level teams will meet with support staff three times annually to review data and problem solve. Teachers will observe peers to increase teacher efficacy.</p> <p>The building administration will work with the District #300 Department of Assessment and Accountability to identify the lowest quartile of students on the 2018 ELA PARCC Assessment. The students will be provided appropriate interventions through i-Ready on-line instruction, individualized classroom support, and/or additional services through building interventionists/reading specialists/special education. The Data Review Teams will monitor the growth of the students using i-Ready diagnostic tools and track the students' success on standardized assessments.</p>					
Target Group	Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)	
Schoolwide	33.7% meet/exceed	Spring 2017	Spring 2018	Spring 2019 = 43.7%	

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

Low Income	20% meet/exceed	Spring 2017	Spring 2018	Spring 2019 = 43.7%
IEP	6.1% meet/exceed	Spring 2017	Spring 2018	Spring 2019 = 43.7%
LEP	12% meet/exceed	Spring 2017	Spring 2018	Spring 2019 = 43.7%
Hispanic	27.3% meet/exceed	Spring 2017	Spring 2018	Spring 2019 = 43.7%

Goal #5: Academic Progress

SIP Goal #5b: **ELA (Writing)** SMART Goal:

By the end of the 2018-2019 school year, Gilberts 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 Gilberts Elementary School average writing scale score was 28.3. 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 34.3 writing scale score on the 18-19 PARCC assessment).

Target Groups or Subgroups:

Low Income: This subgroup will reach a 34.3 writing scale score in 2018-2019 as compared to 24.3 in 2015-2016 (increase 10 scale score points).

IEP: This subgroup will reach a 34.3 writing scale score in 2018-2019 as compared to 20.7 in 2015-2016 (increase 13.6 scale score points).

LEP: This subgroup will reach a 34.3 writing scale score in 2018-2019 as compared to 22.4 in 2015-2016 (increase 11.9 scale score points).

Hispanic: This subgroup will reach a 34.3 writing scale score in 2018-2019 as compared to 26.3 in 2015-2016 (increase 8 scale score points).

Rationale/Research: (Wiseways or other)

Effective schools use “evidence of student learning ... on a regular basis to identify the specific needs of individual students.” (Dufour and Marzano, 2011)

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

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:
Provide staff in grades 1-5 with coaching and resources to complete two writing process pieces for each unit. Instruction will be measured by the D300 common writing rubric and some feedback will be given electronically.	On-going	Katrina Bates, Kristen Minner, Classroom teachers and support staff	District	TBD	TBD
Implementation of writing intervention by literacy teacher to impact the growth of the lowest tier of students.	On-going	Katrina Bates, Kristin Minner	District, School	\$295	Building budget
Implementation of TPI services to impact the growth of students with a second language spoken at home.	On-going	Jennifer Fitchie, Letisha Seyller	District, School	0	N/A
Exposure to standardized assessment writing practice assessments to more fully understand the rigor of writing expectations.	On-going	Classroom teachers	N/A	0	N/A
Target Tier 2 vocabulary instruction in all ELA classes and content areas.	On-going	Classroom teachers	N/A	0	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					

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

The plan will be monitored by all K-5 teachers and support staff. Professional Learning Communities will meet regularly. Grade level teams will meet with support staff three times annually to review data and problem solve.

The building administration will work with the District #300 Department of Assessment and Accountability to identify the lowest quartile of students on the 2018 ELA PARCC Assessment. The students will be provided appropriate interventions through i-Ready on-line instruction, individualized classroom support, and/or additional services through building interventionists/reading specialists/special education. The Data Review Teams will monitor the growth of the students using i-Ready diagnostic tools and track the students' success on standardized assessments.

Target Group	Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)
Low Income	24.3	Spring 2017	Spring 2018	Spring 2019 = 34.3
IEP	20.7	Spring 2017	Spring 2018	Spring 2019 = 34.3
LEP	22.4	Spring 2017	Spring 2018	Spring 2019 = 34.3
Hispanic	26.3	Spring 2017	Spring 2018	Spring 2019 = 34.3

Goal #5: Academic Progress

SIP Goal #5c: **Mathematics** SMART Goal:

By the end of the 2018-19 school year, Gilberts Elementary student performance will increase by 10% overall in the area of mathematics on the PARCC assessment, as compared to 38.7% of students meeting or exceeding standards on the 2015-16 PARCC 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 an overall growth of at least 10% (48.7%) by the end of this three year period.

Target Groups or Subgroups:

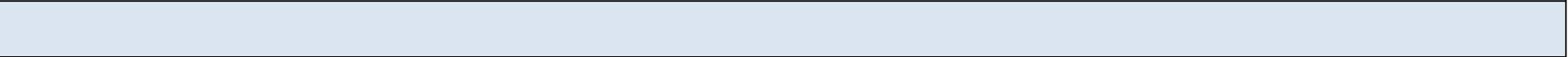
Low Income: This subgroup will reach 48.7% math proficiency in 2018-2019 as compared to 23.2% proficiency in 2015-2016 (increase 25.5%).

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

IEP: This subgroup will reach 48.7% math proficiency in 2018-2019 as compared to 6.1% proficiency in 2015-2016 (increase 42.6%).

LEP: This subgroup will reach 48.7% math proficiency in 2018-2019 as compared to 30.8% proficiency in 2015-2016 (increase 17.9%).

Hispanic: This subgroup will reach 48.7% math proficiency in 2018-2019 as compared to 22.4% proficiency in 2015-2016 (increase 26.3%).



Target subgroups listed above scored below All on the PARCC assessment in 2018. Effective schools use “evidence of student learning ... on a regular basis to identify the specific needs of individual students.” (Dufour and Marzano, 2011)

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:
Implementation of the revised Math Expressions curriculum with fidelity with a focus on student-teacher behaviors. Instruction and classroom discussion will continue to focus on using math talk to problem solve.	On-going	Craig Zieleniewski, Classroom teachers	District	TBD	TBD
The teachers with discussion through the PLC process will facilitate the on-going use of manipulatives in classrooms to support the construction of knowledge from the concrete, representative, to the abstract. Utilize recommended D300 unit plans for the intentional use of manipulatives.	On-going	Luc Miron, Classroom teachers	N/A	0	N/A

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

Implementation of mathematics intervention with pre-teaching strategies by a full time math interventionist. Classroom teachers will differentiate within the classroom.	On-going	Luc Miron, Classroom teachers	District	TBD	TBD
Exposure to i-Ready and standardized assessment practice to prepare for the rigor of the assessments.	On-going	Classroom teachers	N/A	0	N/A
Teachers will monitor student i-Ready usage and provide feedback to students.	On-going	Classroom teachers	N/A	0	N/A
Ongoing, targeted support for Math curriculum and instruction will be provided by district math coaches to special education staff in order to enhance strategies to increase student outcomes.	On-going	Teachers and district personnel	N/A	0	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
<p>The plan will be monitored by all K-5 teachers and support staff. Professional Learning Communities will meet regularly. Grade level teams will meet with support staff three times annually to review data and problem solve.</p> <p>The building administration will work with the District #300 Department of Assessment and Accountability to identify the lowest quartile of students on the 2018 Math PARCC Assessment. The students will be provided appropriate interventions through i-Ready on-line instruction, individualized classroom support, and/or additional services through building interventionists/special education. The Data Review Teams will monitor the growth of the students using i-Ready diagnostic tools and track the students' success on standardized assessments.</p>					
Target Group	Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)	
Schoolwide	38.7% meet/exceed	Spring 2017	Spring 2018	Spring 2019 = 48.7%	
White	37% meet/exceed	Spring 2017	Spring 2018	Spring 2019 = 48.7%	

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

Hispanic	22.4% meet/exceed	Spring 2017	Spring 2018	Spring 2019 = 48.7%
Low Income	23.2% meet/exceed	Spring 2017	Spring 2018	Spring 2019 = 48.7%
LEP	30.8% meet/exceed	Spring 2017	Spring 2018	Spring 2019 = 48.7%
IEP	6.1% meet/exceed	Spring 2017	Spring 2018	Spring 2019 = 48.7%

Goal #5: Academic Progress

SIP Goal #5d: **Science** SMART Goal:

For the 2018-19 school year, in order to guarantee an equitable core instructional experience for students, teachers will implement the D300 elementary science curriculum following the approved pacing guides and utilizing the provided Haiku pages and Discovery Education resources. In 2015-16 a baseline on the ISA showed 63% of the students meeting or exceeding. By 2018-19, students will increase proficiency by 10% to 73% meeting or exceeding.

Target Groups or Subgroups:

All students

Rationale/Research: (Wiseways or other)

All students in fifth grade at Gilberts Elementary are assessed in science with the Illinois Science Assessment (ISA). Effective schools use “evidence of student learning ... on a regular basis to identify the specific needs of individual students.” (Dufour and Marzano, 2011)

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

Implementation of the STEM curriculum using the Illinois Learning Standards for Science to conduct hands-on investigations.	On-going	Nile Schaaf	District	TBD	District
In the STEM classroom students will think like engineers, industrial designers, and problem solvers as they participate in a variety of hands-on experiments and create their own inventions as they utilize the Engineering Design Process (identify problem, design solution, test solution, share solution).	On-going	Nile Schaaf	District	TBD	District
Classroom instruction will demonstrate alignment with the Next Generation Science Standards (NGSS) through the incorporation of instruction that follows the 5-E model (Engage, Explore, Explain, Elaborate, Evaluate) over the course of a unit of study.	On-going	Classroom teachers	None	0	N/A
Teachers will use resources on the D300 Haiku page to support instruction.	On-going	Classroom teachers	None	0	N/A

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

Classroom walkthroughs, review of pacing guides, standards and curriculum maps through PLC process

Target Group	Baseline Data	Benchmark 1	Benchmark 2	Benchmark 3
	15-16	16-17	17-18	18-19
Schoolwide	63%	62%	62%	