

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



School Name	Hampshire Middle School
Principal Name	Jim Szymczak
Mission and Vision	<p>Mission: To ensure all students are college or career ready upon graduation</p> <p>Vision: To provide an exemplary education in a safe and rewarding environment</p>
School Improvement Team Members	Jim Szymczak, Dawn Reig, Laura Young, Morgan Szymonik, Kristine Pizzolato, Rick Pennington, Matt Joslyn, Chris Mastalerz, Stacy Kribs, Vicki Hicks, Kathleen Williams, Jodi Winburn, Josh Horton, Tony Campbell, Devin Putman, Mike York, Kelly Mullen, Parent TBD
Cabinet Member Signature and Date	
Superintendent Signature and Date	
Board President Signature and Date	

**District Goal #1: Develop Great Teachers and Leaders**

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

SIP Goal #1: SMART Goal					
Attain a rating of 'More Implementation' on the 5 Essentials survey in the area of instructional leadership at the end of the 2018-19 school year. This would equate to a score of at least 9 points greater than the score given from the 2017-18 survey (51).					
Target Group or Subgroup:					
Teachers					
Rationale/Research: (Wiseways or other)					
The 5 Essentials survey results showed that there was a rating of 'average implementation (51)' for Instructional Leadership from the 2017-18 survey.					
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 of reflective feedback form by administration at least 3 times for every teacher throughout the school year.	September 2018	Jim Szymczak, Dawn Reig, Laura Young	None		
Development and Implementation of peer to peer feedback structure	November 2018	SIP Team	None		
Introduce AVID strategies during PD opportunities throughout the school year; reinforce Drive 300 strategies related to AVID as well as introduce others such as tutorials, Cornell notes and WICOR.	March 2019	AVID and leadership team	None		
Provide all classroom teachers with feedback from administration or peers at least 3 times throughout the school year, at least one of which will be peer to peer feedback.	March 2019	School leadership team	None	\$2000	Building budget
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Visits will be recorded using a Google form and spreadsheet. Each visit whether by a teacher or administrator will be entered into the document. In addition, the visits completed by administrators will have a Reflective Practice written form submitted to the individual teacher based on the LEAD agreement.					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
2018 5 Essentials survey showed a score of 51 (ave implementation)	October 2018	January 2019	May 2019		

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

<b>District Goal #2: Engage Family and Community</b>					
SIP Goal #2: SMART Goal					
Attain a rating of 52 or 'average implementation' in the category of parent involvement in the school on the 2018-19 5 Essentials survey.					
Target Group or Subgroup:					
Parents and community members.					
Rationale/Research: (Wiseways or other)					
The 2017-18 5 Essentials survey produced a score of 42, or 'average implementation' in the category of Parent Involvement in School.					
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:
Work with Parent Volunteer Committee to develop stronger parent-teacher connections with the PBIS team to assist in supporting the overall school culture	Ongoing	Leadership team, PBIS team and PVC	School	None	
Work with parents and student service team to provide assistance for students who are showing chronic absenteeism; for example, work with parents and students to develop a plan that will offer supports to overcome the barriers to the absenteeism, such as time with student service personnel or referral to outside assistance; implement the district instrument for truancy/chronic absenteeism intervention as a baseline year	Ongoing	Leadership and student services teams	School	None	
Develop communication process by which community stakeholders can submit information to be uploaded and sent out via our social media outlets.	November 2018	Admin team and secretarial staff	None	None	
Work with staff to develop a mechanism to collect and track number of instances of parental contact throughout the year.	Ongoing	Leadership team	School	None	
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Parent surveys, and data from parental contact records will be reviewed. The number of entries indicating parent contact from the PLP may be used to gain an idea of the number of parent contacts were established.					

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

Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)
5/2018	October 2018	January 2019	May 2019

<b>District Goal #3: Equitable and Efficient Use of Resources</b>					
SIP Goal #3: SMART Goal					
Attain a rating of 60, or 'more implementation' in the subcategory of 'teacher influence' within the overall category of 'Effective Leadership' on the 5 Essentials survey during the 2018-19 school year.					
Target Group or Subgroup:					
Certified Staff Members					
Rationale/Research: (Wiseways or other)					
The data from the the 2017-2018 5 essentials survey was a score of 46, or 'average implementation.'					
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:
Develop a process which will provide a platform for individualized PD in digital tools for the entire staff in an effort to personalize learning and provide choice options.	October 2018	Admin team and DLC	None	None	
Provide teams/departments time and guidance to develop and produce budget management plans	April 2019	Admin team with dept/team leaders	None	None	
Provide staff members the opportunity to provide input on the budgeting process through surveys, discussions and suggestions.	April 2019	Admin team and all staff	None	None	
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Dates for presentations will be established, and information will be communicated at that time. 5 Essentials data will be used to gauge the effectiveness of conveying the budgetary information to teachers. Written plans will be developed and shared by for staff members.					

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

Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)
2017-18 5 Essentials data score of 46 in the sub-category of 'Teacher Influence'			March 2019

<b>District Goal #4: Develop the Whole Child</b>					
SIP Goal #4: SMART Goal					
Increase the percentage of students responding positively in the category of 'academic personalism.' From the 2017-18 5 essentials survey the number was 54, or 'average implementation.' For 2018-19 our goal is to increase to at least 64 or 'more implementation.'					
Target Group or Subgroup:					
All students					
Rationale/Research: (Wiseways or other)					
The category of 'academic personalism' is reflective of the connectedness and support students feel with teachers in developing their success.					
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:
Investigate the reasons students are getting Ds or Fs and develop support plans as needed for individual students	Ongoing	Student services, teachers, admin team	School	None	
Continue developing PBIS practices and monitoring effectiveness of lessons and strategies used with students	Ongoing	PBIS and school leadership team	School	None	
Create and implement student support groups	September 2018	Student services team	None	None	
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Checking data in IC regularly. Following up with students that are receiving D's and F's to determine any outside influences that may be preventing them from being successful in school.					

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

Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)
Review D and F report from mid-term and end of term report for term 1	September 2018 (mid-term)	October 2018 (1st quarter)	March 2019 (3rd quarter)

<b>Goal #5: Academic Progress</b>					
SIP Goal #5a: <b>ELA (Reading)</b> SMART Goal:					
By the end of the 2018-19 school year, HMS student performance will increase by 10% overall in the area of reading on the PARCC assessment, as compared to 52% of students meeting or exceeding standards on the 2015-16 PARCC assessment districtwide. 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% by the end of this three year period.					
Target Group or Subgroup:					
Low Income: To improve PARCC reading from 38% to 62% by Spring of 2019. IEP: To improve PARCC reading from 13% to 62% by Spring of 2019. LEP: To improve PARCC reading from 0% to 62% by Spring of 2019. Hispanic: To improve PARCC reading from 45% to 62% by Spring of 2019 Black: To improve PARCC reading from 50% from 62% by Spring of 2019.					
Rationale/Research: (Wiseways or other)					
Reading is an essential skill to be able to continue to progress and be successful at the high school level.					
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:
Work with staff to identify PD that will further develop understanding and use of best practices in working with students with IEPs and EL designations	May 2019	Teachers	District	None	

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

Identify and implement strategies to be used to target growth for students identified as being in the 'yellow' range in iReady scores	Ongoing	Teacher leaders	None	None	
Further develop ability of staff members to use I-Ready data to create individualized lessons for student base on short term SMART goals.	Ongoing	Team leaders, dept leaders	School	None	
Build capacity of staff members to understand and use of Costas levels of questioning and how it relates to classroom instruction	Ongoing	School leadership team	District and School	None	

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

Regular review of iReady and PARCC data with teams of teachers.

Target Group	Baseline Data (15-16)	Benchmark 1 (16-17)	Benchmark 2 (Define date)	Benchmark 3 (Define date)
Districtwide	52%	47%	48%	
Schoolwide	48%	49%	51%	Spring 2019
Low Income	38%	44%	46%	Spring 2019
IEP	13%	36%	39%	Spring 2019
LEP	0%	32%	33%	Spring 2019
Hispanic	45%	47%	48%	Spring 2019
Black	50%	46%	47%	Spring 2019

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

<b>Goal #5: Academic Progress</b>					
SIP Goal #5b: <b>ELA (Writing)</b> SMART Goal:					
By the end of the 2018-19 school year, HMS student performance will increase by 10% overall in the area of writing on the PARCC assessment, as compared to 28.5% of students meeting or exceeding standards on the 2015-16 PARCC assessment districtwide. 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% by the end of this three year period.					
Target Group or Subgroup:					
Low Income: To improve PARCC reading from 25.1% to 38.5% by Spring of 2019. IEP: To improve PARCC reading from 16.9% to 38.5% by Spring of 2019. LEP: To improve PARCC reading from 16.5% to 38.5% by Spring of 2019. Hispanic: To improve PARCC reading from 27.0% to 38.5% by Spring of 2019 Black: To improve PARCC reading from 23.8% from 38.5% by Spring of 2019.					
Rationale/Research: (Wiseways or other)					
Writing is an essential skill for academic success for high school readiness.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, Dist	Cost:	Funding Source:
Implement and utilize TELL(con) and analytical writing for students.	3/2019	Teachers and admin team	District	None	



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

Work with staff to develop strategies for providing feedback to students and instruction on how to successfully implement the feedback.	3/2019	Teachers and admin team	District	None	
Build capacity of staff to be able to review student writing samples in PLC's using revision history.	Ongoing	PLC's	School	None	

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

PLC's will review student writing samples to determine specific areas for improvement and what to base instruction on.

Target Group	Baseline Data (15-16)	Benchmark 1 (16-17)	Benchmark 2 (17-18)	Benchmark 3 (18-19)
Districtwide	28.8%	28.8%	28.9%	
Schoolwide	28.5%	29.7%	30.2%	Spring 2019
Low Income	25.1%	18.6%	20.4%	Spring 2019
IEP	16.9%	18.4%	21%	Spring 2019
LEP	16.5%	18.2%	21.7%	Spring 2019
Hispanic	27.0%	28.3%	28.8%	Spring 2019
Black	23.8%	25.4%	25.2%	Spring 2019

<b>Goal #5: Academic Progress</b>					
SIP Goal #5c: <b>Mathematics</b> SMART Goal:					
By the end of the 2018-19 school year, HMS student performance will increase to 40% overall in the area of math on the PARCC assessment, as compared to 25% of students meeting or exceeding standards on the 2015-16 PARCC assessment districtwide. In the 2016-17 school year, this increase will be at least 5%; in the 2017-18 school year, this increase will be an additional 5%: and finally, in the 2018-19 school year, this increase will be at least 5% - for an overall growth of at least 15% by the end of this three year period.					
Target Group or Subgroup:					
Low Income: Increase the students Meeting or Exceeding on PARCC Math from 14% to 40% by Spring 2019. IEP: Increase the students Meeting or Exceeding on PARCC Math from 9% to 40% by Spring 2019. LEP: Increase the students Meeting or Exceeding on PARCC Math from 8% to 40% by Spring 2019. Hispanic: Increase the students Meeting or Exceeding on PARCC Math from 14% to 40% by Spring 2019. Black: Increase the students Meeting or Exceeding on PARCC Math from 11% to 40% by Spring 2019.					
Rationale/Research: (Wiseways or other)					
Math skills are below the minimal skills needed to be ready for high school math.					
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:

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

Teachers will engage in professional development to further enhance teacher-student interactions	3/2019	Math teachers	District	\$300	School
Grade level math PLCs developing common formative assessments aligned to priority standards and using data from them to enhance student learning.	Ongoing	Math teachers	District	None	
Provide PD to further enhance multiple strategies and best practices for teachers when working with EL and IEP students.	Ongoing	Leadership team	School	None	
Use of iReady lesson passing rates/numbers as benchmarks to student understanding	Ongoing	Teachers	School	None	

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

Regular review of iReady and PARCC data with teams of teachers.

Target Group	Baseline Data (15-16)	Benchmark 1 (16-17)	Benchmark 2 (17-18)	Benchmark 3 (18-19)
Districtwide	25%	29%	32%	
Schoolwide	30%	30%	33%	Spring 2019
Low Income	14%	14%	17%	Spring 2019
IEP	9%	3%	4%	Spring 2019
LEP	8%	N/A	11%	Spring 2019
Hispanic	14%	21%	18%	Spring 2019
Black	8%	25%	15%	Spring 2019

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

<b>Goal #5: Academic Progress</b>					
SIP Goal #5d: <b>Science</b> SMART Goal:					
By the end of the 2018-19 school year, HMS student performance will increase by 10% overall on the Illinois Science Assessment (ISA), as compared to baseline data obtained from the 2015-16 Illinois Science Assessment. In the 2016-17 school year, this increase will be at least 3%; in the 2017-18 school year, this increase will be an additional 3%: and finally, in the 2018-19 school year, this increase will be at least 4% - for overall growth of at least 10% by the end of this three year period.					
Target Group or Subgroup:					
Low Income: TBD IEP: TBD LEP: TBD Hispanic: TBD Black: TBD					
Rationale/Research: (Wiseways or other)					
Proficiency in science skills and content is a prerequisite for success in high school coursework.					
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:
Introduce and begin to implement instruction demonstrating alignment with NGSS through	May 2019	Science teachers, admin team	District	None	

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

incorporation of Science and Engineering Practices (SEP) and Crosscutting Concepts (CCC).					
Build capacity of teachers to use 5E model with instruction	Ongoing	Science teachers	District	None	
Analyze data from district science summatives	January 2019, May 2019	Science teachers	None	None	
Target science standards that show a need based on district summative assessments.	TBD	Science teachers	School	None	

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

Once data is available from 2015 Illinois state science exam, we will be able to identify subgroups that are in need of additional supports.

Target Group	Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)
Schoolwide	TBD	Spring 2017	Spring 2018	Spring 2019
Low Income	TBD	Spring 2017	Spring 2018	Spring 2019
IEP	TBD	Spring 2017	Spring 2018	Spring 2019
LEP	TBD	Spring 2017	Spring 2018	Spring 2019
Hispanic	TBD	Spring 2017	Spring 2018	Spring 2019
Black	TBD	Spring 2017	Spring 2018	Spring 2019