

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



School Name	Hampshire Elementary School	
Principal Name	Nancy Regul	
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	Nancy Regul - Principal Tammy Bennett- Literacy Teacher Jen Nolan - 1st grade teacher Julie Leibengood - 4th grade teacher Kevin Rahn - 4th grade teacher Marisa Bloomberg -1st Grade Teacher	Dan Hart - 5th Grade Teacher Jonelle Salinas - 3rd Grade Teacher Theresa Lathrop - HSO president Erin Nisi - 1st grade teacher Katelyn Schwab - Kindergarten Teacher Michelle Bannerman - 2nd Grade Teacher
Cabinet Member Signature and Date		
Superintendent Signature and Date		
Board President Signature and Date		

Edited 8/28/18

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

<b>District Goal #1: Develop Great Teachers and Leaders</b>					
SIP Goal #1: SMART Goal					
Hampshire Elementary School will demonstrate improvement in the area of Effective Leaders by improving from Less Implementation (38%) in 2017 to at least Average Implementation (41%) as measured by the 2019 Illinois 5 Essentials Survey.					
Target Group or Subgroup:					
Grade Level and Content Area Professional Learning Communities					
Rationale/Research: (Wiseways or other)					
<p>Teachers are organized into grade level clusters. (Wise Ways Indicator #1171)</p> <p>Instructional teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (Wise Ways Indicator #1173)</p> <p>Instructional teams develop standards-aligned units of instruction for each subject and grade level. (Wise Ways Indicator #1045)</p> <p>All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (Wise Ways Indicator #1045)</p> <p>Units of instruction include specific learning activities aligned to objectives. (Wise Ways Indicator #1083)</p> <p>Instructional teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator #1061)</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:
Provide opportunities for teachers to observe other classrooms that are implementing strategies based on the focus areas identified through Drive 300, Quantum Learning, and supported by D300 Content Directors and Literacy and Math Coaches. Teachers will have the opportunity to provide meaningful feedback to their peers.	May 2019	Principal	School	Utilize full time building subs	none
Professional Learning Communities will analyze Math and ELA pre-test data and write one math and one literacy SMART goal as a focus for instruction during each Math and Literacy Unit utilizing a SMART goal template created by grade level reps and principal.	October 2018 May 2019	Principal & Grade Level PLCs	School	none	none
The Principal and grade level reps will meet monthly. The Principal and grade level reps will collaborate to create a “look-fors” document that supports the Drive 300 instructional strategies and provides a focus for peer observations.	October 2018	Principal & Grade Level Reps	school	none	none
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
The implementation of PLCs at HES will be a standing agenda item at all Grade Level Rep/School Improvement Meetings. Nancy Regul will meet with each grade level team at least 5 times throughout the year to dialog about, and support, the PLC implementation process. Grade Level SMART goals for ELA and Math will be uploaded and posted to the HES PLC Haiku page. Grade Level PLC agendas/minutes will be uploaded and posted to the HES PLC Haiku page. Nancy Regul and School Improvement Team will analyze the 2018-2019 5 Essentials Data.					
Baseline Data	Benchmark 1 May 2018 October 2018	Benchmark 2 January 2019	Benchmark 3 May 2019		

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<ul style="list-style-type: none"> <li>• 2017 5 Essentials data (Less Implementation 38%)</li> </ul>	<ul style="list-style-type: none"> <li>• SMART Goal Template created and uploaded to HES PLC Haiku page</li> <li>• HES “Look-Fors” document created and uploaded to the HES PLC Haiku page</li> <li>• May 2018 5E’s Data</li> </ul>	<ul style="list-style-type: none"> <li>• SMART goals completed and uploaded to the HES PLC Haiku page for each completed ELA and Math unit</li> </ul>	<ul style="list-style-type: none"> <li>• 2019 5 Essentials data (Average Implementation 41%)</li> <li>• SMART goals completed and uploaded to the HES PLC Haiku page for each ELA and Math unit</li> </ul>
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<b>District Goal #2: Engage Family and Community</b>					
SIP Goal #2: SMART Goal					
Hampshire Elementary School will demonstrate improvement in the area of Involved Families by improving from Average Implementation (58%) in 2017 to More Implementation (62%) as measured by the 2019 Illinois 5 Essentials Survey.					
Target Group or Subgroup:					
HES families, students, and community					
Rationale/Research: (Wiseways or other)					
School leadership and primary caregivers engage in regular communication to provide mutual support and guidance between home and school for all aspects of student learning. (Wise Way Indicator #2341) The “ongoing conversation” between school personnel and primary caregivers is candid, supportive, and flows in both directions. (Wise Ways Indicator #1115) The school regularly and clearly communicates with primary caregivers about its expectation of them and the importance of the “curriculum of the home.” (Wise Way Indicator #1115) The principal offers frequent opportunities for stakeholders to voice constructive critique of the school’s progress and suggestions for improvement. (Wise Way Indicator #1034) All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students. (Wise Way Indicator #2353)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
Grade level teachers will post classroom information on their Haiku page for parent reference. Information that will be posted will consist of: daily/weekly announcements, ELA and Math learning targets or focus areas, additional links/resources to support student learning. The principal will encourage parents to view and interact with classroom Haiku pages via the Principal’s weekly newsletter.	8/13/16-5/25/17 ongoing	Classroom Teachers	district	none	none
Members of the school improvement team will lead a discussion at 2 HSO meetings during the school year in order to gain parent input on goals, actions, and progress.	October 2018; February 2019	School Improvement Team HSO	none	none	none
The principal and HSO will create a parent survey asking for feedback from the 2017-2018 school year and ideas for the 2018-2019 school year.	October 2018	Principal - Nancy Regul HSO President - Theresa Lathrop	none	none	none

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The HSO President will post PTC committee leadership roles for parents to volunteer for throughout the school year.						
The principal and grade level teachers will host at least 3 parent events during the school day or in the evening to engage parents in the learning process. These events will provide parents the opportunity to be a part of the school learning community. The principal and staff will host events outside of the school day to invite parents and grandparents into the school to help build a positive relationship between home and school.		August 2018 - May 2019	Principal and Classroom teachers	building	Vary based on extra pay schedule	Building budget
<b>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</b>						
Principal review of teacher Haiku pages, 2018 5 Essentials Data, attendance/sales from Book Fair						
Baseline Data	Benchmark 1 May 2018 December 2018	Benchmark 2 April 2019	Benchmark 3 May 2019			
<ul style="list-style-type: none"> <li>2017 5 Essentials Survey Data "Involved Families" Average implementation (58); 2018 5 Essentials Survey Data "Involved Families" Average Implementation (50).</li> </ul>	<ul style="list-style-type: none"> <li>Attendance from School Event 1</li> <li>Attendance from School Event 2</li> <li>HSO Parent Survey Results</li> <li>Percent of parents who attended Parent Teacher Conferences</li> <li>2018 5Essentials Data</li> </ul>	<ul style="list-style-type: none"> <li>Attendance from School Event 3</li> </ul>	<ul style="list-style-type: none"> <li>Attendance from School Event 3</li> <li>2019 5Essentials Survey Data (More implementation 61%)</li> </ul>			

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<b>District Goal #3: Equitable and Efficient Use of Resources</b>					
SIP Goal #3: SMART Goal					
Hampshire Elementary School will demonstrate improvement in the area of Teacher Influence by improving from Less Implementation (35%) in 2017 to at least Average Implementation (41%) as measured by the 2019 Illinois 5 Essentials Survey					
Target Group or Subgroup:					
All Staff Members					
Rationale/Research: (Wiseways or other)					
All teams have written statements of purpose and guidelines for their operation. (Wise Ways Indicator #1013) School Leadership identifies and allocates/re-allocates resources needed for Learning Supports' implementation. (Wise Ways Indicator #2344) The principal offers frequent opportunities for stakeholders to voice constructive critique of the school's progress and suggestions for improvement. (Wise Ways Indicator #1034)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
The principal and PLC Leadership Team will review the \$6,000 allotment provided by Superintendent Heid to develop the Math Club program to provide targeted students with academic support in identified areas of need. The team will analyze whether other programs are needed in addition to targeted Math support.	October 2018	Principal, PLC Leadership Team, Math Coach, Math Interventionist	Building	\$6000	Building Budget (allocated by district)
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.	Staff meetings and Early Release Days throughout 2018-2019 school year	Principal, content area directors, Literacy Teacher, Math Coach, DLC and Math Interventionist	none	\$4000	Building Budget
Principal will share weekly highlights that will be linked to our current school improvement goals and 5 Essentials data.	weekly	Principal	none	none	none
Principal will share budget updates at least once each semester with Grade Level Reps and at the Shared Decision Making meetings as needed. Grade levels will develop a supply inventory and used the inventory to make informed decisions on supply purchases.	December 2018 and May 2019	principal	none	none	none
Principals and PBIS teams will collaborate to analyze Infinite Campus referral data, CICO data, and utilize feedback from building staff in order to set universal standards for student behavior. Collaboration will lead to decisions about appropriate assemblies and PBIS rewards/celebrations for students.	monthly	Principal and PBIS teams	none	\$300	Building budget
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
2019 5Essentials Data; Google survey data, staff meeting/early release agendas, Grade Level Rep and PBIS meeting agendas, IC behavior referral data, iReady data					
Baseline Data	Benchmark 1 May 2018	Benchmark 2 January 2019	Benchmark 3 May 2019		

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	October 2018		
<ul style="list-style-type: none"> <li>2017 5 Essentials Survey Data Less Implementation (35)</li> </ul>	<ul style="list-style-type: none"> <li>Math Club program designed</li> <li>Students for Math Club identified                             <ul style="list-style-type: none"> <li>Review grade level data analysis protocols and SMART goals</li> </ul> </li> <li>Survey for differentiated staff meetings completed</li> <li>SIP highlights included in Whip Pur Weekly Newsletter</li> <li>Review of IC referral data</li> <li>2018 5 Essentials Data</li> </ul>	<ul style="list-style-type: none"> <li>Review Winter iReady profile data for students participating in the Math Club. Make data driven decisions to enhance the program.</li> <li>Differentiated staff meetings/Early Release days continue</li> <li>At least one budget update provided                             <ul style="list-style-type: none"> <li>Review grade level data analysis protocols and SMART goals</li> </ul> </li> <li>SIP highlights included in Whip Pur Weekly Newsletter</li> <li>Review of IC referral data</li> </ul>	<ul style="list-style-type: none"> <li>Review Spring iReady profile data for students participating in the Math Club. Make data driven decisions to enhance the program for the following year.</li> <li>2019 5Essentials Data. (Average Implementation 41%)</li> <li>Review of IC referral data</li> </ul>

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<b>District Goal #4: Develop the Whole Child</b>					
SIP Goal #4: SMART Goal					
Hampshire Elementary School will demonstrate improvement in the area of Collective Responsibility by improving from Average Implementation (47%) in 2017 to at least More Implementation( 62%) as measured by the 2019 Illinois 5Essentials Survey.					
Target Group or Subgroup:					
All Staff Members					
Rationale/Research: (Wiseways or other)					
The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students . (Wise Ways Indicator #2351) The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (Wise Ways Indicator #2348) The school culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (Wise Ways Indicator #2352) All school personnel actively model and foster a positive school environment where students feel valued and are challenged to be engaged and grow cognitively. (Wise Ways Indicator #2346)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
The Principal will create an instructional schedule that will allow for one hour of common grade level Collaboration time each week.	August 2018	Principal-Nancy Regul	School	None	None
The Principal, Director of Literacy and Director of Math will meet with grade level PLC once a semester to discuss best practices in ELA and Math.	By December 2018 and May 2019	Principal, Director of Literacy, Director of Math, Teachers	School, District	None	None
The Principal, Director of Literacy and Director of math will work with the literacy teacher, math coach, and DLC to design monthly PD that will take place during scheduled Staff Meetings focusing on the D300 frameworks, priority standards, and Drive 300 initiatives.	Ongoing	Principal, Director of Math, Director of Literacy, Director of Innovation, Building math coach, building literacy teacher, DLC	School, District	\$1000	Building Budget
The Principal and PBIS teams will review student attendance data quarterly and design appropriate interventions to address chronic absenteeism.	October 2018 January 2019 March 2019 May 2019	Principal, PBIS teams	none	none	none
Staff will volunteer to participate in the student/teacher mentoring program. At least 10 students will be identified and connected with a staff member as a mentor to support social emotional learning	Begin October 2018 and continue	Social worker, principal, student/teacher mentoring team	school	none	none
<b>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</b>					
5Essentials Data; attendance data, staff meeting agendas, PBIS agendas					
Baseline Data	Benchmark 1 May 2018 October 2018	Benchmark 2 January 2019	Benchmark 3 May 2018		
<ul style="list-style-type: none"> <li>● 2017-2018 Attendance data</li> <li>● 2017 5Essentials Data.</li> </ul>	<ul style="list-style-type: none"> <li>● PBIS agendas focused on attendance</li> </ul>	<ul style="list-style-type: none"> <li>● PBIS agendas focused on attendance</li> </ul>	<ul style="list-style-type: none"> <li>● 2019 5Essentials Data. (More implementation 61%)</li> </ul>		

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Average Implementation (47%)	<ul style="list-style-type: none"> <li>● Staff Meeting agendas</li> <li>● 2018 5 Essentials Data</li> </ul>	<ul style="list-style-type: none"> <li>● Director of Literacy and Math met with Grade Level PLC's</li> <li>● Staff Meeting agendas</li> </ul>	<ul style="list-style-type: none"> <li>● 2018-2019 Attendance data</li> <li>● Director of Literacy and Math met with Grade Level PLC's</li> </ul>
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<b>Goal #5: Academic Progress (revised goal, subgroup, and benchmark - add actions Costas, R&amp;R, Frayer, poster actions)</b>					
SIP Goal #5a: <b>ELA (Reading)</b> SMART Goal:					
By the end of the 2018-2019 school year, Hampshire Elementary School student performance will increase by 10% overall in the area of ELA Reading on the PARCC assessment as compared to 43% of students meeting or exceeding standards on the 2015-2016 PARCC assessment building wide. In the 2016-17 school year, this increase will be at least 3% (46%); in the 2017-18 school year, this increase will be an additional 3% (49%); and finally, in the 2018-19 school year, this increase will be at least 4% (53%) - for an overall growth of at least 10% by the end of this three year period (53% meeting or exceeding standards). (2018 PARCC data shows 50% of students met standards. 3% growth is necessary to meet the goal of 53% on 2019 IAR.)					
Target Group or Subgroup:					
<b>Low Income:</b> This subgroup will reach 53% ELA proficiency in 2018-19 as compared to 40.4% proficiency in 2015-2016 (increase 12.6%). (32% proficiency on 2018 PARCC) <b>IEP:</b> This subgroup will reach 53% ELA proficiency in 2018-19 as compared to 8.8% proficiency in 2015-2016 (increase 45.2%). (21% proficiency on 2018 PARCC) <b>LEP:</b> n/a <b>Hispanic:</b> This subgroup will reach 53% ELA proficiency in 2018-19 as compared to 39.4% proficiency in 2015-2016 (increase 13.6%). (38% proficiency on 2018 PARCC) <b>Black:</b> n/a					
Rationale/Research: (Wiseways or other)					
ELA data on both PARCC and i-Ready identifies a need for continuous improvement. While the students at Hampshire Elementary School demonstrate a level of proficiency higher than the district average, there is still significant room for improvement.					
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 be provided with coaching and resources to implement the ELA Curriculum frameworks with fidelity and focus on student mastery of priority standards. Focused topics will include: Daily 5 structure and guided reading, high yield strategies (DRIVE 300) , academic vocabulary	Ongoing	Principal, Literacy Teacher, classroom teachers, Director of Literacy	District	none	none
Teachers will utilize the PLC philosophy to target specific student needs. Flexible grouping will be used and student groups will be determined as a result of common formative assessments. Instruction within flexible groups will be focused on using high yield strategies for reteaching and enrichment.	ongoing	Classroom Teachers/ Principal	Building	none	none



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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 Thursday. EL teacher 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.	Ongoing EL strategies	EL Teacher	district	none	none
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 online 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 the 2019 ELA IAR Assessment.	ongoing	Principal, Support Staff, Classroom Teachers	none	none	none
Resource teacher will meet with Literacy Teacher for coaching opportunities once a month to implement high yield strategies (Drive 300) for students with IEP's. . Through our routine coaching with the Literacy teacher, Ed. Services teachers will to develop strategies to support students with instructional practices	ongoing	Principal, Resource Teachers, Literacy Teacher	school	none	none

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

IAR data will be analyzed at the end of the 2018-2019 school year, Data Review Meetings and data dashboards, Staff meetings/PLC agendas, ATI assessment data

Target Group	Baseline Data PARCC Assessment 2015-2016	Benchmark 1 PARCC Assessment 2016-2017	Benchmark 2 PARCC Assessment 2017-2018	Benchmark 3 IAR Assessment 2018-2019
Schoolwide	43% proficiency	46% proficiency	49% proficiency	53% proficiency
Low Income	40.4% proficiency	44.6% proficiency	48.8% proficiency	53% proficiency
IEP	8.8% proficiency	23.5% proficiency	38.2% proficiency	53% proficiency
LEP	-	-	-	-
Hispanic	39.4% proficiency	44% proficiency	48% proficiency	53% proficiency
Black	-	-	-	-

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<b>Goal #5: Academic Progress (revised goal, need subgroups)</b>					
SIP Goal #5b: <b>ELA (Writing)</b> SMART Goal:					
By the end of the 2018-2019 school year, Hampshire 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 2015-2016 school year, the Hampshire Elementary School average writing scale score was 30.8. 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 3 year period (Average writing scale score of 36.8) (2018 PARCC data shows the average writing score of 33.3 points. 2.7 point growth is necessary to meet the goal of 36 points on 2019 IAR.)					
Target Group or Subgroup:					
<p><b>Low Income:</b> This subgroup will reach 36.8 points as an average writing scale score on the PARCC assessment in 2018-19 as compared to 29.2 points of proficiency in 2016-2017 (increase 7.6 points). (Score of 29.7 points on 2018 PARCC)</p> <p><b>IEP:</b> This subgroup will reach 36.8 points as an average writing scale score on the PARCC assessment in 2018-19 as compared to 26% proficiency in 2016-2017 (increase 10.8 points). (Score of 27.2 points on 2018 PARCC)</p> <p><b>LEP:</b> n/a</p> <p><b>Hispanic:</b> This subgroup will reach 36.8 points as an average writing scale score on the PARCC assessment in 2018-19 as compared to 30.8% proficiency in 2016-2017 (increase 6 points). (Score of 32.2 points on 2018 PARCC)</p> <p><b>Black:</b> n/a</p>					
Rationale/Research: (Wiseways or other)					
Instructional teams use student learning data to identify students in need of instructional support or enhancement: Wiseways 1061					
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 provide constructive feedback using digital tools such as google docs. Teacher feedback given digital feedback will be specific and timely focused on student growth and improvement.	ongoing	Classroom teachers	district	none	none
Students in grades 1-5 will complete two writing process pieces in each ELA unit during the 2018-2019 school year. Instruction will focus on improvement of the writing process as assessed by the D300 common writing rubric.	ongoing	Classroom teachers	district	none	none
EL teacher will provide targeted interventions and pre-teaching activities for EL students using the Wonders EL Program. 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 Thursdays.	ongoing	EL teacher	none	none	none

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EL teacher 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.					
Teachers will receive on-going professional development and implement research- based instructional strategies through the D300 Drive with a focus on Questioning and Feedback.	ongoing	Building Principal, Directors, Coaches, Intervention Teachers	District	none	none

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

2019 IAR Assessment Data; Hapara data on digital feedback

Target Group	Baseline Data PARCC Assessment 2014-2015	Benchmark 1 PARCC Assessment 2016-2017	Benchmark 2 PARCC Assessment 2017-2018	Benchmark 3 IAR Assessment 2018-2019
Schoolwide	30.8 proficiency	32.8 proficiency	34.8 proficiency	36.8 proficiency
Low Income	29 proficiency	31 proficiency	34 proficiency	36.8 proficiency
IEP	26 proficiency	29 proficiency	33 proficiency	36.8 proficiency
Hispanic	30 proficiency	32 proficiency	34 proficiency	36.8 proficiency

<b>Goal #5: Academic Progress (revised goal, subgroups, and benchmarks-- need actions)</b>
SIP Goal #5c: <b>Mathematics</b> SMART Goal:
By the end of the 2018-2019 school year, Hampshire Elementary School student performance will increase by 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 building wide. In the 2016-17 school year, this increase will be at least 3% (53%); in the 2017-18 school year, this increase will be an additional 3% (56%); and finally, in the 2018-19 school year, this increase will be at least 4% (60%) - for an overall growth of at least 10% by the end of this three year period (60% meeting or exceeding standards). (2018 PARCC data shows 49% of students met standards this is a growth of 5% from 2017 PARCC.. 11% growth is necessary to meet the goal of 60% on 2019 IAR).
Target Group or Subgroup:
<b>Low Income:</b> This subgroup will reach 60% math proficiency in 2018-19 as compared to 36.5% proficiency in 2015-2016 (increase 23.5%). (41% proficiency on 2018 PARCC) <b>IEP:</b> This subgroup will reach 60% math proficiency in 2018-19 as compared to 14.7% proficiency in 2015-2016 (increase 45.3%). (21% proficiency on 2018 PARCC) <b>LEP:</b> n/a <b>Hispanic:</b> This subgroup will reach 60% math proficiency in 2018-19 as compared to 39% proficiency in 2015-2016 (increase 21%). (33% proficiency on 2018 PARCC) <b>Black:</b> n/a
Rationale/Research: (Wiseways or other)

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Math data on both PARCC and i-ready identifies a need for continuous improvement. While the students of Hampshire Elementary School have a level of proficiency higher than that of the district average , more than half the students are not meeting or exceeding grade level standards.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
Grade Level PLC's will meet weekly to discuss the Math Priority standards, create common formative assessments, and use flexible grouping to provide re-teaching and enrichment differentiated to meet the individual needs of students using Drive 300 high-yield strategies.	ongoing	Classroom Teachers	School	none	none
All teachers will follow the D300 math framework with fidelity. Classroom teachers will utilize manipulatives consistently to support instruction. Teachers will move students through the progression of concrete to representational to abstract. Students will be provided the ability to utilize concrete and representational methods based on their level of conceptual understanding.	Ongoing	Grade Level Teams	School/ district	none	none
Staff will be provided with coaching opportunities and resources to increase their capacity to utilize manipulatives, explicitly teach academic vocabulary using a math word wall or flip charts, and implement Math Talk in their instruction. PLCs will meet with the math coach prior to teaching each unit of instruction to problem solve on incorporating best practice instructional strategies into each unit.	Ongoing	Classroom teachers, principal, math interventionist, math coach	school/ district	none	none
The lowest 10% of students at each grade level will participate in a before school math club to close the gap between current levels of performance and expected grade level mastery in the area of math. Instructional focus will be on Number Sense and Algebra and Algebraic Reasoning. Building Administration, math coach, and math interventionist will review Math Club curriculum to ensure activities are filling gaps in content knowledge.	October 2018 - May 2019	Certified Staff	none	\$6000	Building Budget (allocated by the district)
The building administration will work with the District #300 Department of Assessment and	ongoing	Principal, Support Staff, Classroom Teachers	none	none	none

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Accountability to identify the lowest quartile of students on the 2018 Math PARCC Assessment. The students will be provided appropriate interventions through i-Ready online 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 the 2019 Math IAR Assessment.					
EL teacher will utilize Total Physical Response method to support math vocabulary within the context of problem solving.	ongoing	EL teacher	none	none	none
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.	ongoing	Resource teachers, math coaches,	district	none	none

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

Data review meetings and data dash boards, PLC/staff meeting agendas, iReady data, Math unit assessment data (formative and summative)

Target Group	Baseline Data PARCC Assessment 2015-2016	Benchmark 1 PARCC Assessment 2016-2017	Benchmark 2 PARCC Assessment 2017-2018	Benchmark 3 IAR Assessment 2018-2019
Schoolwide	50% proficiency	53% proficiency	56% proficiency	60% proficiency
Low Income	36.5% proficiency	44.3% proficiency	52.1% proficiency	60% proficiency
IEP	14.7% proficiency	29.8% proficiency	44.9% proficiency	60% proficiency
LEP	-	-	-	-
Hispanic	39% proficiency	46% proficiency	53% proficiency	60% proficiency
Black	-	-	-	-

## 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 2018-2019 school year, Hampshire Elementary School student performance will increase by 10% overall to 86% proficient on the Illinois Science Assessment (ISA), as compared to baseline data obtained from the 2015-2016 Illinois Science Assessment of 76% proficient. In the 2016-2017 school year, this increase will be at least 3%, in the 2016-2018 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. (2019 ISA reports 54% proficient; 32% growth is needed to reach target of 86% proficient)					
Target Group or Subgroup:					
<p><b>Low Income:</b> This subgroup will reach 86% science proficiency on the 2018-2019 Illinois Science Assessment as compared to 0% proficiency on the 2015-2016 Illinois Science Assessment. (100% proficiency reported on 2018 ISA)</p> <p><b>IEP:</b> This subgroup will reach 86% science proficiency on the 2018-2019 Illinois Science Assessment as compared to 33% proficiency on the 2015-2016 Illinois Science Assessment. (8% proficiency reported on 2018 ISA; increase of 78% needed to reach target)</p> <p><b>LEP:</b> n/a</p> <p><b>Hispanic:</b> This subgroup will reach 86% science proficiency on the 2018-2019 Illinois Science Assessment as compared to 67% proficiency on the 2015-2016 Illinois Science Assessment. (36% proficiency reported on 2018 ISA; increase of 50% needed to reach target)</p> <p><b>Black:</b> n/a</p>					
Rationale/Research: (Wiseways or other)					
The need for high-quality science education-beginning at the very earliest grades-is more essential now than ever before. Students need the kind of preparation that not only supports their learning now, but also gives them the tools and skills necessary to succeed in a rapidly and continuously changing world. -Illinois State Board of Education					
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 instruction that follows the 5-E model (Engage, Explore, Explain, Elaborate, Evaluate) over the course of a unit of study.	ongoing	Classroom Teachers and Principal	District	none	none
Teachers use the D300-created Haiku pages to support instruction utilizing the Discovery Ed resources.	ongoing	Classroom Teachers and Principal	District	none	none
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Principal will conduct walk-throughs and observations for accountability purposes; Illinois Science Assessment data will be analyzed when received, PLC discussions					
Target Group	Baseline Data ISA Assessment 2015-2016(76% of students meeting)	Benchmark 1 ISA Assessment 2016- 2017 (62% of students meeting)	Benchmark 2 ISA Assessment 2017-2018 (54% of students meeting)	Benchmark 3 ISA Assessment 2018-2019 (Goal is 86% of students meeting)	
Schoolwide	76%	79%	82%	86%	

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

Low Income	64%	72%	80%	86%
IEP	33%	51%	69%	86%
LEP	n/a	n/a	n/a	n/a
Hispanic	67%	73	80%	86%
Black	n/a	n/a	n/a	n/a