

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



School Name	Lake in the Hills Elementary School
Principal Name	Michelle Smith
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	Lisa Ford, Kindergarten Grade Level Representative Brittany Roark, 1st Grade Level Representative Stephanie Dean, 2nd Grade Level Representative Megan Kaiser, 3rd Grade Level Representative Tammy Yuzeitis, 4th Grade Level Representative Leslie Koscinski, 5th Grade Level Representative Janine Haugen, SPED Representative Mary Galyon, Literacy Teacher Serafina Sharpe, Specialist Michelle Smith, Principal
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					
In the 2016-2017 5Essentials Survey, LITH Elementary scored 15 “least implementation” in the area of Collaborative Teachers. By 2019, survey results will show an increase of 25 points to support a transition to the “average implementation” (score of 41) level in this area.					
Target Group or Sub Group:					
All Certified Staff Classroom Teachers Grade Level Team Leaders					
Rationale/Research: (Wiseways or other)					
<p>Three Big Ideas That Drive the Work of a PLC: The essence of the PLC process is captured in three big ideas: 1. The purpose of our school is to ensure all students learn at high levels. 2. Helping all students learn requires a collaborative and collective effort. 3. To assess our effectiveness in helping all students learn we must focus on results—evidence of student learning—and use results to inform and improve our professional practice and respond to students who need intervention or enrichment. --Rick Dufour, Learning by Doing</p> <p>Teachers are organized into grade level clusters. (Wise Ways Indicator #1171) Instructional teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (Wise Ways Indicator #1173) Instructional teams develop standards-aligned units of instruction for each subject and grade level. (Wise Ways Indicator #1045) All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (Wise Ways Indicator #1045) Units of instruction include specific learning activities aligned to objectives. (Wise Ways Indicator #1083) 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:
LITH staff will be surveyed to identify key areas of PD that are necessary in the areas related to Math, ELA, the PLC process, and PBIS and the results will direct training and coaching to support growth.	ongoing	Michelle Smith, Principal Jen Wallace (Math) Mary Galyon (ELA) EL Coach Math Coach PBIS Coach	School	\$800	LITH Budget (200 each team if needed)
Professional development will be provided to staff on how to effectively collect, compile, and discuss assessment data based on priority standards for the purpose of making instructional decisions as a PLC with a focus on reteaching and enrichment as well as WIN time.	May 2019	Michelle Smith, Principal	District	0	NA
Provide opportunities for teachers to observe other classrooms that are implementing strategies based on the focus areas	May 2019	Michelle Smith, Principal Math Coach	School	Utilize full time	NA

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identified through Drive 300 and supported by the Literacy, Math, and EL Coaches. Teachers will meet with a coach before and after the observation in order to reflect and ask questions.		Jennifer Wallace (Math) Mary Galyon (ELA)		building subs	
The Principal, Math Department and Literacy Department will work with the literacy coach and math coach to design monthly PD that will take place during scheduled Faculty Workshops focusing on the D300 frameworks, priority standards, and Drive 300 initiatives.	May 2019	Michelle Smith, Principal Jen Wallace (Math) Mary Galyon (ELA) EL Coach Math Coach	School	0	NA
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
The implementation of PLCs at LITH will be a standing agenda item at all Grade Level Rep/School Improvement Meetings. Michelle Smith 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 PLC agendas/minutes will be uploaded and posted to the LITH Haiku page. Michelle Smith and the School Improvement Team will analyze the 2018-2019 5Essentials Data.					
Baseline Data	Benchmark 1 October 2018 May 2018	Benchmark 2 January 2019	Benchmark 3 May 2019		
Score of 14 on the 2017 5Essentials Collaborative Teachers	SMART Goal Template created and uploaded to LITH PLC Haiku page 2018 5 Essentials Data May	Evidence of SMART Goals completed and uploaded to the LITH PLC Haiku page for each completed ELA and Math unit	2019 5 Essentials data Score of 41 (Target) SMART goals completed and uploaded to the LITH PLC Haiku page for each ELA and Math unit		

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District Goal #2: Engage Family and Community					
SIP Goal #2: SMART Goal					
In the 2016-2017 5Essentials Survey, LITH Elementary scored 45 “average implementation” in the area of Involved Families. By 2019, survey results will show an increase of 16 points to support a transition to the “more implementation” (score of 61) level in this area.					
Target Group or Sub Group:					
All Parents/Guardians Students Staff					
Rationale/Research: (Wiseways or other)					
<p>School leadership and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning. (Wise Way Indicator #2341)</p> <p>The “ongoing conversation” between school personnel and primary caregivers is candid, supportive, and flows in both directions. (Wise Ways Indicator #1115)</p> <p>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 #1155)</p> <p>The principal offers frequent opportunities for stakeholders to voice constructive critique of the school’s progress and suggestions for improvement. (Wise Way Indicator #1034)</p> <p>All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students. (Wise Way Indicator #2353)</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:
LITH Elementary will partner with the Parent Teacher Committee in order to implement an active Literacy Night and Book Fair for parents that provides an opportunity to support their child’s reading and math growth with a focus on research based best practice strategies.	November 2018	Mary Galyon (ELA) Jen Wallace (Math) Grade Level Reps LITH PTC	None	500	LITH Budget
Teachers in grades 3-5 will utilize a digital assignment notebook based in Haiku in order to encourage parents and promote this forum in order to receive additional information about curriculum and resources to support learning.	ongoing	Michelle Smith,Principal DLC Teachers, Grades 3-5	None	0	NA
The principal and PTC will create a monthly newsletter that will included in the Virtual Backpack that will include monthly events, volunteer opportunities including leadership opportunities, meeting information, and revenue from fundraisers.	October 2018	Michelle Smith,Principal Alex Koziol (PTC President)	None	0	None
Support staff will conduct two family nights within the school year providing an opportunity to build a home to school connection in	April 2019	Kristin Alt, Psychologist	None	200	LITH Budget

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order to support attendance and implement home to school behavior strategies.		Rebecca Oller, Social Worker		
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?				
We will track the attendance at the various parent engagement events. (Literacy Night, SE Family Night, Parent Teacher Conferences). Possible evidence will be documentation of newsletters, websites, emails, etc.				
Baseline Data	Benchmark 1 May 2018 December 2018	Benchmark 2 April 2019	Benchmark 3 May 2019	
Score of 42 on the 2017 5Essentials Involved Families	2018 5 Essentials Data May Attendance from School Event 1 Attendance from School Event 2 LITH Parent Survey Results Attendance Parent Teacher Conferences	Attendance from School Event 3	2019 5Essentials Survey Data Score of 61 (Target)	

District Goal #3: Equitable and Efficient Use of Resources
SIP Goal #3: SMART Goal
In the 2016-2017 5Essentials Survey, LITH Elementary scored 27 “less implementation” in the area of Instructional Leadership. By 2019, survey results will show an increase of 14 points (score of 41) to support a transition to the “average implementation” level in this area.
Target Group or Sub Group:
All Certified Staff Classroom Teachers Grade Level Team Leaders
Rationale/Research: (Wiseways or other)
Wise Ways Indicator: A team structure is officially incorporated into the school improvement plan and school governance policy. (Wise Ways Indicator #1012) 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)

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Marzano (2003) points out that leadership should not reside with one individual; a team approach to planning and decision making allows for distributive leadership. Planning and decision making within the restructured school require teams, time, and access to timely information. That is, decision-making groups must be organized and given time to plan and monitor the parts of the system for which they are responsible.					
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:
Using Data Review and PLC time, the principal will collaborate with teachers to analyze data on an ongoing basis to engage in meaningful conversations about classroom instruction and revise SMART Goals for units of study in both literacy and math.	January 2019	Michelle Smith,Principal Grade Level Reps	None	0	NA
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 staff surveys. Principal will use math coaches, literacy teachers, the EL Coach, DLCs, and outside PD organizations to support staff in these areas.	May 2019	Michelle Smith,Principal Grade Level Reps LITH Staff	None	0	NA
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.	ongoing	Michelle Smith,Principal Tier I Coach Tier II Coach			
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
These teams will meet monthly (or as needed). Data for the effectiveness of these groups will be measured by the 5Essentials staff survey. Faculty Workshop agendas,Grade Level Rep agendas, staff survey results regarding inservice programs, IC behavioral referral data.					
Baseline Data	Benchmark 1 May 2018 December 2018	Benchmark 2 April 2019	Benchmark 3 May 2019		
Score of 33 on the 2017 5Essentials Involved Families	Attendance from PLC Agendas Administrator/Coach Agenda notes 2018 5 Essentials Data May	LITH Staff Survey Results Referral Data	2019 5Essentials Survey Data Score of 41 (Target)		

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District Goal #4: Develop the Whole Child					
SIP Goal #4: SMART Goal					
In the 2016-2017 5Essentials Survey, LITH Elementary scored 8 “least implementation” in the area of Collective Responsibility. By 2019, survey results will show an increase of 33 points to support a transition to the “average implementation” (score of 41) level in this area.					
Target Group or Sub Group:					
All students identified by their teachers through the DESSA (social and emotional universal screener) who need additional social/emotional supports. All students identified through Data Review who need additional academic supports.					
Rationale/Research: (Wiseways or other)					
<p>Wiseways</p> <p>Conditions for Learning (CL1) The school’s learning support system includes academic, physical, social, emotional, and behavioral programming based on school-wide, targeted groups and individualized needs.</p> <p>Conditions for Learning (CL2) School Leadership identifies and allocates/re-allocates resources needed for Learning Supports’ Implementation.</p> <p>Conditions for Learning (CL3) School Leadership monitors and evaluates the implementation of Learning Supports’ programming through an ongoing data collection system.</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:
LITH will conduct a book study to deepen staff’s understanding of Adverse Childhood Experiences (ACES) utilizing “Fostering Resilient Learners” which includes essential strategies for creating a trauma-sensitive classroom.	May 2019	Michelle Smith,Principal Grade Level Reps	School	\$625	LITH Budget
<p>An Attendance Committee will strengthen the focus on family support. The Attendance Committee Chair and team will create effective systems to track attendance issues, including a system of teacher reported concerns, in order to improve attendance.</p> <p>The Attendance Committee will:</p> <ul style="list-style-type: none"> ● Collaborate with the PBIS Universal Team for the purpose of creating Cool Tools to address attendance at the Tier 1 Level ● Collaborate with the PBIS Secondary Team for the purpose of identifying students in grades 3-5 based on attendance data and implement the Attendance Check in Check Out (ACICO) intervention. 	October 2018	Michelle Smith,Principal Attendance Committee AC Coach PBIS Universal Team PBIS Secondary Team	School	\$1000	LITH Budget

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<ul style="list-style-type: none"> Further utilize data to identify attendance concerns with students in grades K-2 and support teachers in partnering with parents to improve attendance. 					
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
We will monitor progress through Data Review meetings, DESSA, Second Step SET, Documentation of the PBIS scheduling tracker, and Intervention Fidelity logs.					
Baseline Data	Benchmark 1 May 2018 December 2018	Benchmark 2 April 2019	Benchmark 3 May 2019		
Score of 3 on the 2017 5Essentials Collective Responsibility	Attendance from Attendance Committee Agenda, PBIS Tier I & PBIS Tier II 2018 5 Essentials Data May	Book Study Attendance Referral Data	2019 5Essentials Survey Data Score of 41 (Target)		

Goal #5: Academic Progress
SIP Goal #5a: ELA (Reading) SMART Goal:
By the end of the 2018-2019 school year, LITH Elementary School student performance will increase by 10% overall in the area of English Language Arts on the PARCC assessment, as compared to 39.3 % of students meeting or exceeding standards on the 2015-16 PARCC assessment school wide. 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. (Goal: 49.3% Meeting or Exceeding Standards)
Target Group or Sub Group:
Low Income: 25.5% to increase to 49.3% by the 2018-2019 school year IEP: 0% to 49.3% by the 2018-2019 school year LEP: 4.5% to 49.3% by the 2018-2019 school year Hispanic: 27% to 49.3% by the 2018-2019 school year
Rationale/Research: (Wiseways or other)
Instructional Teams use student learning data to plan instruction. (Wise Way Indicator #1060) The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (Wise Way Indicator #2349) All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (Wise Way Indicator #2350)

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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 implement the ELA frameworks with a focus on priority standards and using assessments to drive instruction. Opportunities for professional development including the review of new priority standard pacing, and time to build and align assessments will be provided prior to the 18-19 SY.	August 2018	Math Director Literacy Director Michelle Smith, Principal	District	\$2800	District
SPED teachers will meet with various PLC grade levels to review data including iReady, classroom assessments, and SMART goals for the SPED subgroup in the area of ELA in order to make instructional decisions and determine best practice strategies to improve student performance.	Ongoing	Michelle Smith, Principal Janine Haugen (SPED) Samantha Potter (SPED) Classroom Teachers	None	\$15000	School Improvement Grant
LITH Elementary will continue the Leopard Learning After School Program for students that are more than one grade level below in reading, giving SPED and EL sub-group students priority placement.	May 2019	Michelle Smith, Principal Janine Haugen (SPED) Samantha Potter (SPED) Kristin Alt (Psychologist) Mary Galyon (Literacy)	None	\$8000	School Improvement Grant
Targeted support to enhance guided reading practices will be provided to classroom teachers by literacy specialists and reading coaches in order to enhance instructional practices and student outcomes	May 2019	Michelle Smith, Principal Mary Galyon (Literacy)	None	0	None

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

We will use Data Review meetings to monitor the growth of students, instructional groups, classes and grade levels through iReady. PARCC scores will be analyzed each year.

Target Group	Baseline Data	Benchmark 1 (May 2017)	Benchmark 2 (May 2018)	Benchmark 3 (May 2019)
Schoolwide	39.3%	42.3%	45.8%	49.3%
Low Income	25%	33.5%	41.5%	49.3%
IEP	0%	16.43%	32.86%	49.3%
LEP	4.5%	14.93%	29.86%	49.3%
Hispanic	27%	34.4%	41.43%	49.3%

Goal #5: Academic Progress

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

By the end of the 2018-2019 school year, Lake in the Hills 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 Lake in the Hills Elementary School average writing scale score was 31.4. In the 2016-2017 school year, this increase will be at least 3% (2 points); in the 2017-2018 school year, this increase will be an additional 3% (2 points); and

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finally, in the 2018-2019 school year, this increase will be an additional 4% (2 points) - for an overall growth of at least 10% (6 points) of the possible 60 points by the end of this three year period (average of 41.4 writing scale score on the 18-19 PARCC assessment).

Target Group or Sub Group:

Low Income: 28.2 to increase to 41.4 scale score by the 2018-2019 school year
 IEP: 19.2 to increase to 41.4 scale score by the 2018-2019 school year
 LEP: 25.4 to increase to 41.4 scale score by the 2018-2019 school year
 Hispanic: 27.9 to increase to 41.4 scale score by the 2018-2019 school year

Rationale/Research: (Wiseways or other)

Wiseways

IE05 – The principal participates actively with the school’s teams.

IE06 - The principal keep a focus on instructional improvement and student learning outcomes.

IE07 – The principal monitors curriculum and classroom instruction regularly.

Conditions for Learning (CL9)

All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation.

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 receive professional development on a common writing framework that will be utilized in written response to text and short response across content areas, including regular use in reading small group instruction.	May 2019	Michelle Smith, Principal Grade Level Reps LITH Staff	None	0	None
Teachers will continue to be provided support on methods to use digital feedback to students in order to enhance the writing process in grades 2-5.	May 2019	Mary Galyon, Literacy	None	0	None

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

We will use team Data Review and PLC planning time to monitor writing scores across grade levels.

Target Group	Baseline Data	Benchmark 1 (May 2017)	Benchmark 2 (May 2018)	Benchmark 3 (May 2019)
Schoolwide	31.4	34.4	37.4	41.4
Low Income	28.2	31.2	34.2	41.4
IEP	19.2	26.6	34	41.4
LEP	25.4	30.7	36.0	41.4
Hispanic	27.9	32.4	36.9	41.4

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Goal #5: Academic Progress					
SIP Goal #5c: Mathematics SMART Goal:					
By the end of the 2018-19 school year, LITH Elementary School student performance will increase by 10% overall in the area of Mathematics on the PARCC assessment, as compared to 49% of students meeting or exceeding standards on the 2015-2016 PARCC assessment school wide. In the 2016-2017 school year, this increase will be at least 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 (Goal: 59% Meeting or Exceeding Standards).					
Target Group or Sub Group:					
Low Income: 35.2% to increase to 59% by the 2018-2019 school year IEP: 4.3% to increase to 59% by the 2018-2019 school year LEP: 13.6% to increase to 59% by the 2018-2019 school year Hispanic: 28.6% to increase to 59% by the 2018-2019 school year					
Rationale/Research: (Wiseways or other)					
Wiseways IE05 – The principal participates actively with the school’s teams. IE06 - The principal keep a focus on instructional improvement and student learning outcomes. IE07 – The principal monitors curriculum and classroom instruction regularly. Conditions for Learning (CL9) All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation.					
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 implement the Math frameworks with a focus on priority standards and using assessments to drive instruction. Opportunities for professional development including the review of new priority standard pacing, and time to build and align assessments will be provided prior to the 18-19 SY.	August 2018	Math Director Literacy Director Michelle Smith,Principal	District	\$2800	
Teachers will receive ongoing professional development and implement research based instructional strategies through the D300 Drive with a focus on Questioning and Feedback with a focus on peer math talk.	ongoing	District Coaches	District	0	NA
SPED teachers will meet with various PLC grade levels to review data including iReady, classroom assessments, and SMART goals for the SPED subgroup in the area of ELA in order to make	ongoing	Michelle Smith,Principal Janine Haugen (SPED) Samantha Potter (SPED)	None	\$15000	School Improvement Grant

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instructional decisions and determine best practice strategies to improve student performance.		Classroom Teachers			
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	District Coach Janine Haugen (SPED) Samantha Potter (SPED) Paraprofessionals	None	0	NA
The intervention team will use PARCC and iReady data to determine intervention placement of students, giving intervention priority placement to the EL subgroup.	ongoing	Jennifer Wallace (Math) Math Coach Kristin Alt, Psychologist Mary Galyon (ELA)	None	0	NA

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

We will use Data Review meetings to monitor the growth of students, instructional groups, classes and grade levels through iReady. PARCC scores will be analyzed each year.

Target Group	Baseline Data	Benchmark 1 (May 2017)	Benchmark 2 (May 2018)	Benchmark 3 (May 2019)
Schoolwide	49%	52%	55%	59%
Low Income	35.2%	48.13%	51.06%	59%
IEP	4.3%	22.53%	40.76%	59%
LEP	13.6%	38.73%	53.86%	59%
Hispanic	28.6%	38.73%	48.86%	59%

Goal #5: Academic Progress

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

By the end of the 2018-2019 school year, Lake in the Hills Elementary School student performance will increase by 10% overall on the Illinois Science Assessment (ISA), as compared to baseline data obtained from the 2015-2016 Illinois Science Assessment of 74%. In the 2016-2017 school year, this increase will be at least 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 overall growth of at least 10% by the end of this three year period (Goal: 84% Meeting or Exceeding Standards).

Target Group or Sub Group:

All Students

Rationale/Research: (Wiseways or other)

Wiseways

IE05 – The principal participates actively with the school’s teams.

IE06 - The principal keep a focus on instructional improvement and student learning outcomes.

IE07 – The principal monitors curriculum and classroom instruction regularly.

Conditions for Learning (CL9)

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All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation.					
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 receive ongoing professional development and support in NGSS and Discovery Education through the office of the D300 Curriculum Team.	April 2018	Director of Science and Principal	None	0	NA
For the 18-19 school year, in order to guarantee an equitable core instructional experience teachers will implement the D300 elementary science curriculum following the approved pacing guides and utilizing the provided Haiku pages and the Discovery Education resources.	April 2018	Director of Science and Principal	None	0	NA
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Though a walk through model and "Teacher Check Ins" we can monitor the implementation of the pacing guide as it relates to science.					
Baseline Data 74%	Benchmark 1 16-17 77% (Target)	Benchmark 2 17-18 80%(Target)	Benchmark 3 18-19 84%(Target)		