

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



School Name	Perry Elementary School
Principal Name	Kristin Sainsbury
Mission and Vision	Mission: To ensure all students are college or career ready upon graduation Vision: The vision of Community Unit School District 300 is to provide an exemplary education in a safe and rewarding environment.
School Improvement Team Members	Mike Folta, Asst. Principal Yolanda Arrington, Parent Claire Yang, 2nd Grade Dual Language Teacher Sarah Tennyson, 3rd Grade Teacher Matt Langton, ALOP/DREAM Teacher Katie Boscarino, 2nd Grade Teacher Karen Kalafut, 2nd Grade Teacher Deb LaRue, Literacy Teacher Christy Schmidt, Math Interventionist Kristen Fadden, Math Interventionist Mandy Thalhammer, Math Coach Kelsey Deihs, Literacy Coach
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						
School Improvement Plan Goal #1: SMART Goal						
Perry Elementary School will demonstrate improvement in the area of “Collaborative Teachers” by Increasing from Average Implementation on the 2015 5Essentials Survey to “Most Implementation” by the 2019 IL 5Essentials Survey.						
Target Group or Sub Group:						
Grade level Professional Learning Communities (Pre-K, Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade)						
Rationale/Research: (Wise Ways or other)						
<p>Teachers are organized into grade-level, grade-level cluster, or subject-area instructional teams. (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 #1063)</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:	Monitoring/ Measures	Person(s) responsible to manage and monitor this activity:	Professional Development: School, District, Or none	Cost:	Funding Source:
<p>School administration will allocate protected teacher collaboration time (PLC) for targeted grade level teachers. Paid PLC time will address the following for the targeted sub-groups of Black, IEP and EL students:</p> <p>a) Targeted teachers will use PLC time to review student assessment data and plan to provide daily (5x/wk), Tier I and Tier II classroom level differentiated small group instruction in reading.</p> <ul style="list-style-type: none"> ● Formative Assessment Re-teach ● Guided Reading ● Close Reading ● Number Talks ● Problem Based Learning (3 Act math) 	August 2018	Grade Level PLC Agendas	Grade Level Reps, Principal	None	\$0	n/a

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<ul style="list-style-type: none"> Numberless Word Problems 						
Perry will Include in-building Year At A Glance PD Plan, professional development for teachers on assessment outcomes.	May 2019	Early Release Agenda,	Principal	None	\$0	n/a
Teachers will observe another teacher's classroom to offer feedback and improve their own instruction based on the focus areas identified through the instructional review process, D300 Drive and SIP goals. Observing teachers will then complete a reflection and meet with a content area coach.	May 2019	Agenda, Schedule, Google Survey for reflection	Principal , Math Coaches and Literacy Coach	Coaches	School/ Title	\$2.,000
Collaborative Teams will review Common Formative Assessment data from Galileo within their PLCs	May 2019	PLC Agendas	Principal, PLC Grade Level Reps, Coaches	None	\$0	n/a
Each Grade Level PLC determines a SMART Goal focus for the year on either <i>Instruction</i> or <i>Formative Assessment</i> based on team data analysis outcomes.	May 2019	PLC Agendas, Data Meeting Agendas	Principal, PLC Grade Level Reps, Coaches	None	\$0	n/a
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?						
Grade levels Professional Learning Community agendas and minutes, grade level Professional Learning Community data norms, Grade level SMART Goals, data protocols, Critical Issues Surveys for Professional Learning Communities						
Baseline Data	Benchmark 1 Met Target in 2017, More Implementation, Score of 66	Benchmark 2 Did not meet target in 2018, Average Implementation, Score of 59	Benchmark 3			
5Essentials 2015 Rating of "Average Implementation" in "Collaborative Teachers" (Score of 53)	5Essentials 2017 "More Implementation" in "Collaborative Teachers" (Score of 60 or higher)	5Essentials 2018 "More Implementation" in "Collaborative Teachers" (Score of 70 or higher)	5Essentials 2019 "More Implementation" in "Collaborative Teachers" (Score of 70 or higher)			

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District Goal #2: Engage Family and Community					
School Improvement Plan Goal #2: SMART Goal					
Perry Elementary School will demonstrate improvement in the area of "Involved Families" by increasing from Least Implementation to Average Implementation as measured by the 2019 IL 5 Essentials Survey.					
Target Group or Sub Group:					
Perry Elementary School Title I families					
Rationale/Research: (Wise Ways or other)					
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 Ways 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 expectations of them and the importance of the "curriculum of the home." (Wise Ways Indicator #1155) The principal offers frequent opportunities for stakeholders to voice constructive critique of the school's progress and suggestions for improvement. (Wise Ways Indicator #1034) All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students. (Wise Ways Indicator #2353)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	Professional Development: School, District, Or none	Cost:	Funding Source:
Family School Liaisons will keep parents informed on community events through each school's monthly newsletter/website.	September 2018	Family school liaisons, building principal and Title office	None	\$0	n/a
Title I family school liaisons will work together to plan for a minimum of 3 activities for all D300 Title I buildings for the	September 2018	Family school liaisons and Title office	None	\$2500	Title

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2018-2019 school year based on the 2017 parent survey.					
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Agendas from collaborative Title I parent nights, parent survey results, parent feedback form results, parent sign-in sheets, activity calendar					
Baseline Data	Benchmark 1 Met Target in 2017, Less Implementation, Score of 32	Benchmark 2 Did not meet target in 2018, Less Implementation, Score of 29		Benchmark 3	
2015 5Essentials Survey: "Least Implementation" in "Involved Families" (Score of 19)	5Essentials 2017 "Less Implementation" in "Involved Families" (Score of 20 or higher)	5Essentials 2018 "Less Implementation" in "Involved Families" (Score of 35 or higher)		5Essentials 2019 "Less Implementation" in "Involved Families" (Score of 35 or higher)	

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District Goal #3: Equitable and Efficient Use of Resources						
School Improvement Plan Goal #3: SMART Goal						
Perry Elementary School will demonstrate improvement in the area of “Teacher Influence,” by Increasing from “Average Implementation” in 2015 to “Most Implementation” as measured by the 2019 IL 5Essentials Survey.						
Target Group or Sub Group:						
Perry teachers and stakeholder groups						
Rationale/Research: (Wise Ways 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:	Monitoring/ Measures	Person(s) responsible to manage and monitor this activity:	Professional Development: School, District, Or none	Cost:	Funding Source:
The principal will provide at least two formal opportunities for teachers to provide feedback and input into the school’s progress towards growth and offer suggestions for improvement.	May 2019	Agendas	Principal	none	none	n/a
Perry Grade Level PLCs will utilize Title I Field Trip Grant money to provide all students with a curricular aligned off-campus learning opportunity.	May 2019	Agendas	Principal, Grade Level Reps	none	\$3,600	Title
The Director of Innovation and Digital Literacy, Media Teacher and Principal will develop and implement a Media Center materials survey to gather feedback and utilize when making materials purchases for the media center.	May 2019	Survey Data	Principal, Media Teacher	none	none	n/a
The Principal will share updated budget and allocations with staff twice during year.	May 2019	Agenda / Graph of budget	Principal	none	none	n/a
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?						
Staff meeting agendas, School Improvement Plan meeting agendas, staff feedback results regarding budget development, staff survey results regarding in-service programs, staff feedback results regarding behavior and discipline plan for the school.						

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Baseline Data	Benchmark 1 Did not meet target in 2017, Average Implementation, Score of 40	Benchmark 2 Did not meet target in 2018, Less Implementation, Score of 36	Benchmark 3
5Essentials Survey 2015 “Average Implementation” in “Teacher Influence” (Score of 42)	5Essentials Survey 2017 “Average Implementation” in “Teacher Influence” (Score of 50 or higher)	5Essentials Survey 2018 “Average Implementation” in “Teacher Influence” (Score of 42)	5Essentials Survey 2019 “Average Implementation” in “Teacher Influence” (Score of 42)

District Goal #4: Develop the Whole Child						
School Improvement Plan Goal #4: SMART Goal						
Perry Elementary School will demonstrate improvement in the area of “Collective Responsibility,” by increasing from “Average Implementation” in 2015 to “Most Implementation” as measured by the 2019 IL “5Essentials Survey.”						
Target Group or Sub Group:						
Students identified by the PBIS Secondary Team, students referred to Streamwood Behavioral Health System, and students identified by the school social worker.						
Rationale/Research: (Wise Ways 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:	Monitoring/ Measures	Person(s) responsible to manage and monitor this activity:	Professional Development: School, District, Or none	Cost:	Funding Source:
Students will be offered enrichment clubs and opportunities after school including: Girls On The Run, Choir Club, Dance Club, Drum Fit and Student Council	May 2019	Events and Activities Calendar	Principal and Club Sponsors	None	\$4000	Building/Title I

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All classroom teachers will implement Second Step and Restorative Practices.	May 2019	Master Schedule	Asst. Principal, Resilience Team, Tier 1 Team	Ongoing	none	n/a
Perry staff groups will participate in trauma-informed school-wide professional development led by Perry's Resilience Team Members	May 2019	Agenda/ Outlook Calendar	Asst. Principal, Resilience Team	Ongoing	\$0	n/a
The DREAM Team will develop and implement a data-driven systems team to monitor student behavior in order to make decisions about additional social/emotional interventions.	January 2019	Agendas	DREAM Team	None	\$0	n/a
All DREAM staff members will receive professional development on Verbal De-escalation prior to the start of the 18-19 school year.	August 2018	Agenda	Principal	None	\$200 per person	Title I (Stipend)
The Perry Attendance Team will meet monthly to implement a Tiered Structure of supports, including Tier I Cool Tools, Assembly Attendance Celebrations, Tier II Attendance CICO (ACICO)	September 2018	Bi-Weekly Agendas	Asst. Principal and ACICO Team	None	None	n/a
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?						
School-wide Positive Behavior Interventions, The PBIS Tiered Fidelity Implementation Survey, Office Discipline Referrals						
Baseline Data	Benchmark 1	Benchmark 2		Benchmark 3		
	Met Target in 2017, More Implementation, Score of 75	Did not meet target in 2018, More Implementation, Score of 64				
5 Essentials Survey 2015 Average Implementation (Score of 57)	5 Essentials Survey 2017 More Implementation (Score of 65 or more)	5 Essentials Survey 2018 More Implementation (Score of 80 or more)		5 Essentials Survey 2019 More Implementation (Score of 80 or more)		

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Goal #5: Academic Progress						
School Improvement Plan Goal #5a: ELA (Reading) SMART Goal:						
Perry Elementary School will increase the percentage of students meeting or exceeding on the PARCC ELA assessment in all subgroups from 6% in 2016 to the District average of 39% by 2019. In the 2016-2017 school year, Perry performed at 8% meets and exceeds. In the 2017-2018 school year, Perry performed at 12% meets and exceeds. There will be an additional increase of 27% by the end of this school year, in order to close the achievement gap.						
Target Group or Sub Group:						
IEP: 0% (2016) to 0% (2017) to 0% (2018) to 39% (2019) LEP: 8% (2016) to 1% (2017) to 3% (2018) to 39% (2019) Hispanic: 8% (2016) to 12% (2017) to 13% (2018) to 39% (2019) Black: 0% (2016) to 1% (2017) to 10% (2018) 39% (2019) Low Income: 7% (2016) to 6% (2017) to 12% (2018) to 39% (2019)						
Rationale/Research: (Wise Ways or other)						
Instructional teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator #1061) Instructional teams use student learning data to plan instruction. (Wise Ways Indicator #1060) Yearly learning goals are set for the school by the administrative team, utilizing student learning data. (Wise Ways Indicator #1057) Instructional teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (Wise Ways Indicator #1062)						
Strategy/Actions to address goal:	Date by which this will be a reality:	Monitoring/ Measures	Person(s) responsible to manage and monitor this activity:	Professional Development: School, District, Or none	Cost:	Funding Source:
Teachers will receive on-going professional development and implement research- based instructional strategies through the D300 Drive with a focus on Questioning and Feedback, the mini-lesson, Cafe and Close Reading.	May 2019	Early Release Agendas, Staff Meetings	Principal, Reading and EL Coaches	School D300U	\$0	n/a
The reading intervention team will use Tier III data decisions and diagnostic intervention placement protocols; giving Tier III intervention priority placement to the ESSA targeted black sub-group 5x/wk. Other priority subgroups include: IEP and EL.	May 2019	Intervention schedule	Intervention Team	None	\$0	n/a

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Teachers in grades K-2 will implement targeted phonics instruction while teachers in grade 3-5 will implement targeted vocabulary and comprehension instruction.	May 2018	Grade Level PLC Agendas	Reading and EL Coaches, Principal	None	\$0	n/a
Before and After-School Reading Intervention will be delivered to the ESSA targeted black sub-group. Other priority subgroups include: IEP and EL.	September 2018-May 2019	Student Attendance	Reading and EL Coaches, Intervention Team	None	\$35,000	Title
Dual Language teachers will receive on-going professional development and implement research- based high-yield dual language teaching strategies with a focus on Total Physical Response, Bridging vocabulary and Extension Learning Time.	May 2019	PD Agendas	Principal, Reading and EL Coaches	None	\$0	n/a
All grade level teachers will implement ELA WIN Time based on student formative assessment data. Formative data will provide teachers with re-teach and enrich priority targets by student.	September 2019	Master Schedule	Principal	None	\$0	n/a
The reading intervention team will push-in to support and co-teach with 1st grade classrooms, lowering class sizes and providing Tier I and Tier II targeted instruction.	August 2018	Master Schedule	Principal	None	\$0	n/a
Ongoing, specific support for ELA curriculum and instruction will be provided by district Reading and EL coaches to special education staff in order to enhance strategies to increase student outcomes.	May 2019	Coaching reflections	Reading and EL Coaches	None	\$0	n/a
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?						
Grade level Professional Learning Community meeting agendas and minutes, informal walkthroughs, formal observations, i-Ready benchmark data, PARCC data						
Baseline Data	Benchmark 1	Benchmark 2	Benchmark 3			
PARCC 2016 6% meeting or exceeding	PARCC 2017 8% meeting/exceeding	PARCC 2018 12% meeting/exceeding	PARCC 2019 39% meeting/ exceeding			

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Goal #5: Academic Progress						
School Improvement Plan Goal #5b: ELA (Writing) SMART Goal:						
Perry Elementary School will increase the average scale score of students meeting or exceeding on the 2015-2016 PARCC Writing assessment from 21.1% points to the District average of 29.4 points overall meeting and exceeding by 2019. In the 2017-2018 school year, the average overall points was 23.9. In 2018-2019 the average overall point gain will be an additional 5.5 points for a final average of 29.4 points on the overall scale score.						
Target Group or Sub Group:						
IEP: 16 (2016) to 17.7(2017) to 29.4 (2018) to 29.4 (2019) LEP: 20.8 (2016) to 17.7(2017) to 21.6 (2018) to 29.4 (2019) Hispanic: 22 (2016) to 22.3 (2017) 23.8(2018) to 29.4 (2019) Black: 19 (2016) to 19.8 (2017) to 29.4 (2018) to 29.4 (2019) Low Income: 21.3 (2016) to 21.3 (2017) to 24.2 (2018) to 29.4 (2019)						
Rationale/Research: (Wiseways or other)						
Instructional teams use student learning data to plan instruction. (Wise Ways Indicator #1060) The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (Wise Ways 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 Ways Indicator #2350)						
Strategy/Actions to address goal:	Date by which this will be a reality:	Monitoring/ Measures	Person(s) responsible to manage and monitor this activity:	Professional Development: 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	Early Release, Staff Meeting Agendas	Reading Coach, District Director of Literacy	none	\$0	n/a
PLCs will develop and use Examining Student Work (ESW) protocols to develop common grading practices in writing.	May, 2019	Early Release, Staff Meeting Agendas	Reading Coach, Grade level teachers	School	\$0	n/a

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Using digital feedback, grade level teachers will provide specific, timely and relevant feedback to students on their writing.	May, 2019	Hapara	Reading Coach, Grade level teachers	School	\$0	n/a
Student work samples, Examining Student Work protocols, Professional Learning Community Agenda Minutes, and formal and informal classroom observations, PARCC data, quarterly writing data						
Baseline Data	Benchmark 1	Benchmark 2	Benchmark 3			
PARCC 2016 21.7	PARCC 2017 21.4	PARCC 2018 24.2	PARCC 2019 29.4			

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Goal #5: Academic Progress						
School Improvement Plan Goal #5c: Mathematics SMART Goal:						
Perry Elementary School will increase the percentage of students meeting or exceeding on the PARCC Math assessment in all subgroups from 7% in 2016 to the District average of 35% by 2019. In the 2016-2017 school year, Perry performed at 8% meets and exceeds. In the 2017-18 school year, Perry performed at 13% meets and exceeds. There will be an additional increase of 23% by the end of this school year in order to close the achievement gap.						
Target Group or Sub Group:						
IEP: 3% (2016) to 0% (2017) to 4% (2018) to 35% (2019) LEP: 12% (2016) to 8% (2017) to 7% (2018) to 35% (2019) Hispanic: 10% (2016) to 12% (2017) to 16% (2018) to 35% (2019) Black: 2% (2016) to 2% (2017) 6% (2018) to 35% (2019) Low Income: 7% (2016) to 7% (2017) to 13% (2018) to 35% (2019)						
Rationale/Research: (Wise Ways or other)						
Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator #1061) Instructional Teams use student learning data to plan instruction. (Wise Ways Indicator #1060) Yearly learning goals are set for the school by the administrative team, utilizing student learning data. (Wise Ways Indicator #1057) Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (Wise Ways Indicator #1062)						
Strategy/Actions to address goal:	Date by which this will be a reality:	Monitoring/ Measures	Person(s) responsible to manage and monitor this activity:	Professi onal Develop ment: School, District, Or none	Cost:	Funding Source:
Teachers will receive on-going professional development and implement research- based instructional strategies through the D300 Drive with a focus on Rigorous and Relevant Task and Questioning and Feedback. Additional focus strategies will	May 2019	Early Release Agendas,	Principal, Math Coaches	School	\$0	n/a

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include: a) mathematical modeling with manipulatives b) Number Talks c) Problem Based Learning d) 3 Act Math e) Numberless Word Problems		Staff Meetings				
The math intervention team will use Tier III data decisions and diagnostic intervention placement protocols; giving Tier III intervention priority placement to the ESSA targeted black subgroup 5x/wk. Other priority subgroups include: IEP and EL.	May 2019	Teacher lesson plans, Grade Level PLC Agendas	Principal, Math Coaches, PLC Teams	None	\$0	n/a
All grade levels teachers will implement Math WIN time based on student formative assessment data. Formative data will provide teachers with re-teach targets by student.	September 2019	Master Schedule	Principal	None	None	n/a
Ongoing, specific 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.	May 2019	Coaching reflections	Math Coaches	None	\$0	n/a
Grade level Professional Learning Communities meeting agendas and minutes, informal walkthroughs, formal observations, interventionists data, i-Ready benchmark data, data spreadsheets, PARCC data						
Baseline Data	Benchmark 1	Benchmark 2	Benchmark 3			
PARCC 2016 7% Meeting/Exceeding	PARCC 2017 8% Meets/Exceeds	PARCC 2018 13% Meeting/Exceeding	PARCC 2019 35% Meeting/Exceeding			

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Goal #5: Academic Progress					
School Improvement Plan Goal #5d: Science SMART Goal:					
Based on the 2017 Illinois 5th Grade State Science Assessment, 13% of students were proficient. There will be an 3.3% increase of students meeting/exceeding standards by 2018 and an additional 3.3% increase in 2019 for a total of 6.6% average increase. In the 2018-19 school year, 20.6% of students will be proficient on the Illinois 5th Grade Science Assessment.					
Target Group or Sub Group:					
Grades K-5 Perry students					
Rationale/Research: (Wise Ways or other)					
Units of instruction will include specific learning activities aligned to objectives. (Wise Ways Indicator #1083) Instructional Teams will use student learning data to plan instruction. (Wise Ways Indicator #1060) Units of instruction will include pre-/post-tests to assess student mastery of standards-based objectives. (Wise Ways Indicator #1048)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	Professional Development: School, District, Or none	Cost:	Funding Source:
District Director of Science will provide professional development on the instruction of the Next Generation Science Standards and Discovery Learning to all K - 5 teachers.	May 2019	Principal, Director of Science	District	\$0	Early Release PD Days
Teachers will implement the D300 elementary science curriculum following the approved pacing guides and utilizing the provided Haiku pages and the Discovery Education resources.	May 2019	Teacher lesson plans, Grade Level PLC Agendas	Principal, PLC Teams	\$0	Early Release PD Days
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Data spreadsheets, pacing guides and curriculum maps, Professional Learning Communities agendas and minutes					
Baseline Data	Benchmark 1	Benchmark 2	Benchmark 3		
Illinois State Science Test 2017 13% Proficient	Illinois State Science Test 2018 - increase of 3.3% for a total of 16.3% Proficient	n/a	Illinois State Science Test 2019 - increase of 3.3.% for a total of 20.6% Proficient		