

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



School Name	Sleepy Hollow Elementary
Principal Name	Angela Reincke
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	Angela Reincke (Principal), Whit Kuhn (4th grade), Misty Palazzo (1st grade), Matt Green (Psychologist), Nanette Bruce (Literacy), Kerri Blaus (2nd Grade), Kim Dornbos (5th Grade), Corey Dexter (3rd Grade), Irene Mendonca (3-5 SPED), Georgette Zimmerman (Kindergarten), Kristi Holm (Interventionist), Katie Kaczanko (2nd Grade), Minerva Perez (EL Teacher), Aaron Sainsbury (3-5 special education), Caitlyn Churchill (OT)
Cabinet Member Signature and Date	
Superintendent Signature and Date	
Board President Signature and Date	

## 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					
Sleepy Hollow Elementary School will demonstrate improvement in the area of Collaborative Practices by increasing the rating from less implementation (13) in 2016-17 to average implementation (at least 40) as measured by the 2018-19 Illinois 5Essentials Survey.					
Target Group or Subgroup:					
Instructional Staff, Grade Level Reps					
Rationale/Research					
D300 has adopted the philosophy of PLCs. PLCs can help create school structures for collaboration, and transform groups into high-performing collaborative teams (DuFour and Dufour). SHES will continue to implement PLCs into the daily culture. The low rating above will increase as we become more efficient with PLCs. Teachers learn from one another by observe each other's practice and work together.					
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 participate in vertical articulation discussions where grade level PLCs meet with the grade level above and below them to discuss the strengths and weaknesses of their students to better align their practices. Support staff will also participate in the conversations with grade level groups.	8/2018 and Spring 2019	Teachers, staff	School	None	N/A
Staff members will continue to participate in PLC training to enhance collaboration skills at Sleepy Hollow Elementary School.	7/31-8/1	District	District	\$1500	District Funded
The leadership team will develop a feedback form for teachers when staff engages in walk-through activities with their colleagues for the purpose of instructional improvement.	12/2018	Principal, SIP Team and Teachers	School	None	N/A
The principal will facilitate professional development activities through staff collaboration to improve student learning through the use of WIN time.	12/2018	Principal, SIP Team and Teachers	School	None	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
PD/presentation on Vertical Articulation, Activity documents from vertical articulation meetings, documentation of PLC professional development, classroom visit plan documentation, PD/presentation on WIN time					
Baseline Data 2016-2017	Benchmark 1 2017-2018	Benchmark 2 Jan. 2019	Benchmark 3		
5E Baseline Data (13)	5E Survey Data (May 2018)	<ul style="list-style-type: none"> <li>● At least 2 staff members attend PLC Training</li> <li>● Building provided PD on Vertical Articulation and WIN</li> <li>● Build/implement structure for teacher to teacher feedback.</li> </ul>	5 Essentials Data (May 2019)		

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<b>District Goal #2: Engage Family and Community</b>					
SIP Goal #2: SMART Goal					
Sleepy Hollow Elementary school will demonstrate improvement in the area of Involved Families by increasing the rating from average implementation (58) in 2016-17 to more implementation (at least 65) as measured by the 2018-19 Illinois 5Essentials Survey.					
Target Group or Subgroup:					
Parents/guardians					
Rationale/Research:					
Regular communication and involvement with families is critical in supporting students' academic and social-emotional growth. "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." That's the conclusion of A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002).					
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:
Individual teachers will utilize various methods of parent communication (including Haiku and social media) to communicate matters pertaining to classroom activities and curriculum.	9/1/17	Teachers and Principal	None	None	N/A
The school will utilize digital tools (i.e. website, RCS, Facebook) to inform parents of school related activities.	9/1/18	Principal	None	District	District purchased RCS system
The school will implement a one book, one school program with a cumulative literacy activity (evening) for the purpose of developing strong home - school relationships specific to academics.	12/1/18	PTC, Principal, Staff	None	\$2,000	PTC
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Teacher plans for regular communication with families, RCS messages, Facebook and PTC email blasts, School Website, One Book One School Plan					
Baseline Data 2016-2017	Benchmark 1 2017-2018	Benchmark 2 Jan. 2019	Benchmark 3		
5E Baseline Data (13)	5E Survey Data (May 2018)	<ul style="list-style-type: none"> <li>● Facebook posts with important information and celebrations about school events will be available for families.</li> <li>● PTC blasts uploaded to the school website</li> <li>● One Book One School Program</li> </ul>	5 Essentials Data (May 2019)		

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<b>District Goal #3: Equitable and Efficient Use of Resources</b>					
SIP Goal #3: SMART Goal					
Sleepy Hollow Elementary school will demonstrate improvement in the area of Teacher Influence by increasing the rating from less implementation (37) in 2016-17 to at least average implementation (47) as measured by the 2018-19 Illinois 5Essentials Survey.					
Target Group or Subgroup:					
Instructional Staff, All Students					
Rationale/Research:					
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:
Continue providing teachers with the necessary time to share best practice instructional activities.	10/1/17 and ongoing	Principal, Instructional Staff	School	None	N/A
Staff will collaborate through SIP meetings, PLC time, and Data Review Meetings to analyze data and create student groups. Students will be grouped based on similar needs during WIN time according to grouping profiles. Emphasis with staff will be on flexible and fluid groupings.	Ongoing	SIP Team, Teachers and Principal	None	None	N/A
Principal will seek input from staff for professional development opportunities based on Drive 300 initiatives inclusive of Math and ELA frameworks. Principal will use the math coach, literacy coach, the EL Coach, and the DLC support team to support staff in these areas.	Ongoing	Principal, Grade Level Reps, Learning Coaches and Staff	School	None	N/A
For the purpose of planning and reflection, the SIP team will distinguish between district professional development and building created professional development activities.	Ongoing	Principal, SIP Team	None	None	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Student assessments, in-service agendas, staff meeting agendas, data review notes					
Baseline Data 2016-2017	Benchmark 1 2017-2018	Benchmark 2 Jan. 2019	End Goal		
5E Baseline Data (37)	<ul style="list-style-type: none"> <li>5E Survey Data (May 2018)</li> </ul>	<ul style="list-style-type: none"> <li>List of professional development needs (from teachers)</li> <li>WIN Time structured and implemented according to district guidelines</li> </ul>	<ul style="list-style-type: none"> <li>5 Essentials Data (May 2019)</li> </ul>		

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<b>District Goal #4: Develop the Whole Child</b>					
SIP Goal #4: SMART Goal					
Sleepy Hollow Elementary School will demonstrate proficiency in the area of Supportive Environment by scoring “more implementation” (at least 60) as measured by the 2018-19 Illinois 5Essentials Survey. Students will participate in survey in the 18-19 school year to establish baseline data.					
Target Group or Subgroup:					
4th and 5th Grade Students					
Rationale/Research:					
Social-emotional development is an important aspect of the whole child and skills should be directly taught. To promote safe and successful schools, principals should engage students and families as partners in developing and implementing policies and practices that create and maintain a safe school environment. (2013, National Association of School Psychologists)					
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:
Staff will continue to receive additional PD on school safety and how to respond to a crisis. Students will receive information on school safety.	11/2018	Safety Team and Principal	School	None	N/A
Sleepy Hollow staff will identify students with attendance concerns and create a plan to work with families of students who are truant per ESSA guidelines.	Quarterly	Principal and SIP Team	None	None	N/A
PBIS teams will continue to meet monthly to collect universal and individual student data. Data will be shared with staff to implement strategies to meet the social emotional needs of all students.	Ongoing	Tier I Coach, Tier II Coach	School	None	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
School safety PD, Log of contacts to students with chronic absenteeism will be kept, PBIS agendas, safety team agenda					
Baseline Data 2016-2017	Benchmark 1 2017-2018	Benchmark 2 Jan. 2019	End Goal		
5E Baseline Data TBD	5E Survey Data (May 2018)	<ul style="list-style-type: none"> <li>● Safety Team Agenda</li> <li>● PBIS Agendas</li> <li>● Chronic</li> <li>● Absenteeism</li> <li>● Contacts</li> </ul>	<ul style="list-style-type: none"> <li>● 5 Essentials Data (May 2019)</li> </ul>		

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<b>Goal #5: Academic Progress</b>					
SIP Goal #5a: <b>ELA (Reading)</b> SMART Goal:					
By the end of the 2018-19 school year, students meeting or exceeding will increase by at least 10% overall in the area of ELA on the PARCC assessment, as compared to 51.7% 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 2%; in the 2017-18 school year, this increase will be an additional 4%. 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 (61.7% meeting or exceeding).					
Target Group or Subgroup:					
Low Income: 30.8% in 2015-16, to grow to 61.7% by 2018-19 IEP: 18% in 2015-16, to grow to 61.7% by 2018-19 Hispanic: 48% in 2015-16, to grow to 61.7% by 2018-19 EL: 21% in 2015-16, to grow to 61.7% by 2018-19					
Rationale/Research:					
Reasonable and steady goals are important to continue to make improvements in PARCC. Our subgroups listed above are behind our school-wide scores, therefore, need to close the gap.					
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 EL Language Coach and Literacy Teacher will provide PD and support on research based vocabulary strategies for EL students.	Ongoing	EL Language Coach and Literacy Teacher	District and school	None	N/A
Teachers will be provided PD from the Literacy Teacher to implement the ELA curriculum framework with a focus on student mastery of priority standards.	Ongoing	Literacy Teacher and Teachers	District and school	None	N/A
Resource teacher will meet with Literacy Teacher for coaching opportunities once a month to implement high yield strategies (Drive 300). Through routine coaching with the literacy teacher, Ed. Services teachers will develop strategies to support students with IEPs.	9/2018 (ongoing throughout the year)	Special Education Teachers	None	None	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Data Review Meetings, Walkthroughs, SIP Team Reports, Grade Level Representative Meetings, Master Schedule, Staff Meeting Agendas, PD Agendas					
Target Group *all % refer to meets or exceeds	Baseline Data	Benchmark 1 2016-17	Benchmark 2 2017-18	Benchmark 3 2018-19	
Schoolwide	51.7%	53.7%	57.1%	61.7%	
Low Income	39%	46.56%	54.12%	61.7%	

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IEP	18.0%	32.56%	47.12%	61.7%
Hispanic	48.0%	52.56%	57.12%	61.7%
EL	21%	34.56%	48.12%	61.7%

<b>Goal #5: Academic Progress</b>					
SIP Goal #5b: <b>ELA (Writing)</b> SMART Goal:					
By the end of the 2018-2019 school year, Sleepy Hollow 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, Sleepy Hollow Elementary School average writing scale score was 34.7. In the 2016-2017 school year, this increase will be at least 3.3% (2 points); in the 2017-2018 school year, this increase will be an additional 3.3% (2 points): and finally, in the 2018-2019 school year, this increase will be an additional 3.3% (2 points) - for an overall growth of at least 10% (6 points) by the end of this three year period (average of 40.7 writing scale score on the 18-19 PARCC assessment).					
Target Group or Subgroup:					
Low Income: 30.7 in 2015-16, to grow to 40.7 by 2018-19 IEP: 30.2 in 2015-16, to grow to 40.7% by 2018-19 Hispanic: 32.8 in 2015-16, to grow to 40.7% by 2018-19					
Rationale/Research:					
We are continuing our ELA curriculum and will incorporate the writing component. Therefore it is necessary to measure our students' growth over the next years as this is implemented.					
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 collaborate on the implementation of the district's writing process and evaluation rubrics to improve instructional methods in the teaching of writing.	Ongoing	Staff	None	None	N/A
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.	Ongoing	Teachers	None	None	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Data Review Meetings, Walkthroughs, SIP Team Reports, Grade Level Representative Meetings, PLC Meeting Notes					
Target Group	Baseline Data	Benchmark 1 2016-17	Benchmark 2 2017-18	Benchmark 3 2018-19	
*all % refer to meets or exceeds					
Schoolwide	34.7	32.4	38.7	40.7	

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Low Income	30.7	34.03	37.36	40.7
IEP	30.2	33.7	37.2	40.7
Hispanic	32.8	35.43	38.06	40.7

<b>Goal #5: Academic Progress</b>					
SIP Goal #5c: <b>Mathematics</b> SMART Goal:					
By the end of the 2018-19 school year, students meeting or exceeding will increase by at least 10% overall in the area of Math on the PARCC assessment, as compared to 43% 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 2%; in the 2017-18 school year, this increase will be an additional 4%. 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 (53% meeting or exceeding).					
Target Group or Subgroup:					
Low Income: 25.4% in 2015-16, to grow to 53% by 2018-19 IEP: 18.5% in 2015-16, to grow to 53% by 2018-19 Hispanic: 35.4% in 2015-16, to grow to 53% by 2018-19 EL: 7% in 2015-16, to grow to 53% by 2018-19					
Rationale/Research:					
Reasonable and steady goals are important to continue to make improvements in PARCC. Our subgroups listed above are behind our school-wide scores, therefore, need to close the gap.					
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 intentionally utilize math manipulatives during instruction, with the support of the math coach to guide students in more fully understanding math concepts and the mastery of priority standards in the framework.	Ongoing	Teachers, Math Coach	None	None	N/A
Mathematical practice 3 (Construct viable arguments and critique the reasoning of others) will be intentionally targeted in classroom instruction through the utilization of open ended tasks aligned to priority standards and aligned with the Rigor and Relevance Quadrant D.	Ongoing	Teachers	None	None	N/A
The EL Language Coach will provide PD and support on research based vocabulary strategies for EL students to assist EL students in solving math problems..	Ongoing	EL Language Coach and Literacy Teacher	District and school	None	N/A



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Targeted support for curriculum and instruction will be provided by district math coaches to special education staff in order to enhance strategies to increase student outcomes (e.g. increase capacity to utilize math manipulatives, explicitly teach academic vocabulary using a math word work, and implement math talk).	Ongoing	Math Coach and Special Education Teachers	District and School	None	N/A
<b>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</b>					
Data Review Meetings, Walkthroughs, SIP Team Reports, Grade Level Representative Meetings, PD agendas, Staff Meeting Agendas					
<b>Target Group</b> *all % refer to meets or exceeds	<b>Baseline Data</b>	<b>Benchmark 1</b> 2016-17	<b>Benchmark 2</b> 2017-18	<b>Benchmark 3</b> 2018-19	
Schoolwide	43%	45%	49%	53%	
Low Income	25.4%	34.6%	43.8%	53%	
IEP	18.5%	30 %	41.5%	53%	
ELL	7%	22.3%	37.6%	53%	

<b>Goal #5: Academic Progress</b>
SIP Goal #5d: <b>Science</b> SMART Goal:
By the end of the 2018-19 school year, Sleepy Hollow Elementary School student performance will increase by 10% overall on the Illinois Science Assessment (ISA), as compared to baseline data obtained from the 2015-16 Illinois Science Assessment (69% meet or exceed). In the 2016-17 school year, this increase will be at least 3%); in the 2017-18 school year, this increase will be an additional 3%: and finally, in the 2018-19 school year, this increase will be at least 4% - for overall growth of at least 10% or 79% by the end of this three year period.
<b>Target Group or Subgroup:</b>
<b>Low Income Subgroup:</b> By the end of the 2018-19 school year, student performance will increase by an overall percentage in the area of Science on the Illinois Science Assessment so that students in this subgroup meet the school wide average of 79%. <b>IEP Subgroup:</b> By the end of the 2018-19 school year, student performance will increase by an overall percentage in the area of Science on the Illinois Science Assessment so that students in this subgroup meet the school wide average of 79%. <b>Hispanic subgroup:</b> By the end of the 2018-19 school year, student performance will increase by an overall percentage in the area of Science on the Illinois Science Assessment so that students in this subgroup meet the school wide average of 79%.
<b>Rationale/Research:</b>
“According to the U. S. Department of Commerce, STEM occupations are growing at 17%, while other occupations are growing at 9.8%. STEM degree holders have a higher income even in non-STEM careers. Science, technology, engineering and mathematics workers play a key role in the sustained growth and stability of the U.S. economy, and are a critical component to helping the U.S. win the future. STEM education creates critical thinkers, increases science literacy, and enables the next generation of innovators. Innovation leads to new products and processes that sustain our economy.” <a href="http://engineeringforkids.com/article/02-02-2016_importanceofstem">http://engineeringforkids.com/article/02-02-2016_importanceofstem</a>

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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:
Classroom instruction will demonstrate alignment with NGSS through the incorporation of instruction follows the 5-E model (Engage, Explore, Explain, Elaborate, Evaluate) over the course of a unit of study.	Ongoing	Teachers and Principal	None	None	N/A
Utilize the D300-created Haiku pages to support instruction utilizing the Discovery Science Program.	Ongoing	Teacher	None	None	N/A
Classroom instruction will demonstrate alignment with NGSS through the incorporation of Science and Engineering Practices (SEP) that align with the topic.	Ongoing	Teachers and Principal	None	None	N/A
Classroom instruction will demonstrate alignment with NGSS through the incorporation of Crosscutting Concepts (CCC) that align with the topic.	Ongoing	Teachers and Principal	None	None	N/A

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

The principal will conduct classroom walkthroughs and observations. The Illinois Science Assessment will be analyzed each year.

Target Group *all % refer to meets or exceeds	Baseline Data 2015-16	Benchmark 1 2016-17	Benchmark 2 2017-18	Benchmark 3 2018-19
Schoolwide	69%	72%	75%	79%
Low Income	65%	69.66%	74.32%	79%
IEP	43%	55%	67%	79%
Hispanic	85%	88%	91%	79%