

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



School Name	Westfield Community School			
Principal Name	Thomas Ruzinok			
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	<p><u>Administration:</u> Breeze, Jennifer Ruzinok, Thomas Gorby, John Sarah Bernaky</p> <p><u>SIP Review Team:</u> Dubow, Barb DiMatteo, Stephanie Kendall-Smith, Lori Petersen, Dori Skidmore, Matt Wagner, Dan</p> <p><u>PTO:</u> Bevel, Julie Merlak, Paul Morgan, Jacquelynn Templin, Terri Walters, Cari Zemla, Francesca</p>	<p><u>PBIS Team:</u> Bolding, Lynda Carrie Curry Jacquelynn Morgan Nicole Wall</p>	<p><u>PLC Core</u> Birkhead, Brad Bolding, Lynda Bowen, Kim Bruschuk, Diane Curry, Carrie DiMatteo, Stephanie DeMuth, Kati Douglas, Sherry Gnutek, Melanie Hogy, Gretchen Hohoff, Haley Larson, Susan Morgan, Jackie Sitkie, Jeanne</p>	<p><u>Team Leaders:</u> Birkhead, Vida Bolding, Lynda Bowen, Kim DeMuth, Kati Fodor, Steve Gnutek, Melanie Groe, Vicki Jones, Amy Jones, Elizabeth Kamminga, Shellie Martens, Dan O'Brien, Julie Pandi, Varvara Petersen, Dori Russell, Kristen Schroth, Cheryl Spears, Ann Walters, Cari Williams, Megan</p>
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					
On the 2019 5 Essentials survey, the goal is to move from less implementation, score of 27, (2017 5-Essentials data, collaborative practices) to average implementation, score of 40.					
Target Group or Subgroup:					
Collaborative teachers					
Rationale/Research: (Wiseways or other)					
<p>Per the 5 Essentials survey, "In schools with strong collaborative teachers, all teachers collaborate to promote professional growth. In such schools, teachers are:</p> <ul style="list-style-type: none"> ● Active partners in school improvement ● Committed to the school and ● Focused on professional development" 					
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:
<p>5E Target Question(s): (Goal of 10 different rooms per teacher)</p> <ol style="list-style-type: none"> 1. How often have you observed another teacher's classroom to offer feedback? 2. How often have you observed another teacher's classroom to get ideas for your own instruction? <ol style="list-style-type: none"> a. Provide a simple structure for teacher to teacher feedback about a classroom visit and suggest how staff might make classroom visits part of their routine. b. Develop targeted instructional rounding opportunities which allow many staff to get into classrooms. c. Utilize middle school PLC time quarterly to visit vertical articulation classrooms and provide feedback to peers. d. Present data on classroom visits to staff. 	Ongoing	Administration	None	Internal substitutes as needed	Building budget
<p>5E Target Question(s): (Goal of 10 times or more)</p> <ol style="list-style-type: none"> 1. How often have you gone over student assessment data with other teachers to make instructional decisions? 2. How often have you worked with other teachers to develop materials or activities for particular classes? <ol style="list-style-type: none"> a. Complete grade level data reviews three times per year. b. Professional learning communities meet weekly to review instructional targets, identify common assessments, 	Ongoing	PLC Core Team, Team Leaders, and Staff	District PLC PD annually	None	None

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<p>review student data, and discuss instructional strategies for student success.</p> <p>c. Present data on classroom visits to staff.</p>					
<p>5E Target Question(s):</p> <p>3. How often have you worked on instructional strategies with other teachers?</p> <p>a. Survey staff members to identify desired instructional strategies.</p> <p>b. Identify instructional leaders within our school.</p> <p>c. Utilize professional development to allow for teachers to share out various instructional and classroom management strategies.</p>					
<p>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</p>					
<p>Data collection will be maintained and communicated to our staff and students</p>					
<p>Baseline Data 2016/2017</p>	<p>Benchmark 1 2017/2018</p>	<p>Benchmark 2 2018/2019</p>			
<p>27</p>	<p>35</p>	<p>40</p>			

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District Goal #2: Engage Family and Community					
SIP Goal #2: SMART Goal					
On the 2019 5 Essentials survey, the goal is to move from less implementation with a score of 38 (2017 5-Essentials data, parent involvement in school) to more implementation with a score of 48.					
Target Group or Subgroup:					
Involved Families					
Rationale/Research: (Wiseways or other)					
<p>According to the 5 Essentials, "In schools with involved families, the entire staff builds strong external relationships. Such schools:</p> <ul style="list-style-type: none"> ● See parents as partners in helping students learn ● Value parents' input and participation in advancing the school's mission and ● Support efforts to strengthen its students' community resources" 					
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:
<p>5E Target Question(s): (goal of most/all families as response)</p> <ul style="list-style-type: none"> ● How many families volunteered time to support the school? <ul style="list-style-type: none"> ○ Work with the PTO to increase the number of participants through classroom party sign up at PTO meeting, and have teachers put sign up during PTC for classroom needed PTO tasks. ○ Reach out to newly enrolled students and share PTO information on how to get involved in the school. ○ Add how new families can become involved to the welcome new family brochure. ○ Develop a postcard that staff can utilize to thank volunteers. ○ Present this data to the staff. 	Ongoing	Administration, PTO, Team Leaders, Staff	None	None	None
<p>5E Target Question(s): (goal of most/all families as response)</p> <ul style="list-style-type: none"> ● How many parents contacted the teacher about their child's performance? <ul style="list-style-type: none"> ○ Collect information on the families that schedule PT conferences. ○ Collect information on the families that attend curriculum nights (AVID, literacy, music events, open house). ○ Collect information on the families that participate in summer challenge activities. ○ Collect information on the families participating in IEP/504/BIP/IPS meetings. 	Ongoing	Administration and Team Leaders	None	None	None

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<ul style="list-style-type: none"> ○ Collect information on the families that reach out to teams/counselors/admin for info about their student. ○ Present this data to the staff. 					
<p>5E Target Question(s): (goal of most/all families as response)</p> <ul style="list-style-type: none"> ● How many parents responded to your suggestions for helping the child? <ul style="list-style-type: none"> ○ Make a survey that will go out to parents asking for feedback about what we can do to support their children. ○ Use data from survey to provide services to the school depending on the responses. ○ Present this data to the staff. 	Ongoing	Learning Leadership Team, Academic Departments, Administration	None	None	None
<p>5E Target Question(s): (goal of most/all families as response)</p> <ul style="list-style-type: none"> ● How many parents attend parent-teacher conferences when the teacher requested them? <ul style="list-style-type: none"> ○ Encourage staff members to reach out to any parent that has not signed up for parent-teacher conferences. ○ Collect information on any teacher-requested conferences and the parent response. ○ Present this data to the staff. 	Ongoing	Team Leaders	None	None	None
<p>5E Target Question(s): (goal of most/all families as response)</p> <ul style="list-style-type: none"> ● How many parents are involved in commenting on school curricula? <ul style="list-style-type: none"> ○ Develop a Principal and Parent Advisory Committee that will meet three times a year.. ○ Present this data to the staff. 	Ongoing	Administration, Leadership Team	None	None	None
<p>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</p> <p>Data collection will be maintained and communicated to our staff and students</p>					
Baseline Data 2016/2017	Benchmark 1 2017/2018	Benchmark 2 2018/2019			
38	43	48			

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District Goal #3: Equitable and Efficient Use of Resources					
SIP Goal #3: SMART Goal					
On the 2019 5 Essentials survey, the goal is to move from least implementation with a score 16, (2017 5-Essentials data, Teacher Influence) to less implementation with a score of 26.					
Target Group or Subgroup:					
Shared leadership between teachers and administration					
Rationale/Research: (Wiseways or other)					
<p>According to the 5 Essentials, "In schools with effective leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:</p> <ul style="list-style-type: none"> ● Practice shared leadership ● Set high goals for quality instruction ● Maintain mutually trusting and respectful relationships ● Support professional advancement for faculty and staff and ● Manage resources for sustained program 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:
<p>5E Target Question(s): (goal of some/a great deal as response)</p> <ul style="list-style-type: none"> ● How much influence do teachers have on planning how discretionary school funds should be used? <ul style="list-style-type: none"> ○ Provide staff budgets for spending. ○ Identify/market the way the budget is spent and how the staff influence this spending . 	Ongoing	Administration and SIP Team	None	None	None
<p>5E Target Question(s): (goal of some/a great deal as response)</p> <ul style="list-style-type: none"> ● How much influence do teachers have on determining the content of in-service programs? <ul style="list-style-type: none"> ○ Collect suggestions for PD from staff through PD evaluation form. ○ Identify "building planned" and "district planned" on our agendas so the staff knows which items were selected by the school. ○ Indicate which SIP goals the PD relates to and if possible where the PD request came from. 	Ongoing	Administration and Teachers	None	None	None
<p>5E Target Question(s): (goal of some/a great deal as response)</p> <ul style="list-style-type: none"> ● How much influence do teachers have on determining which books and other instructional materials are used in classrooms? <ul style="list-style-type: none"> ○ Identify specific materials staff select as instructional materials (Scholastic News, Time for Kids, Froguts, Wordmaster, sheet music, play/musical scripts). 	Ongoing	Administration and Teachers	None	None	None

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<ul style="list-style-type: none"> ○ Request teacher suggestions for new media center purchases/software investments which are approved through the district and can be added to our library. ○ Present this information to the staff. 					
<p>5E Target Question(s): (goal of some/a great deal as response)</p> <ul style="list-style-type: none"> ● How much influence do teachers have on establishing the curriculum and instructional programs? <ul style="list-style-type: none"> ○ Curriculum liaisons provide suggestions about curriculum adjustments and instructional goals back to the district curriculum teams. ○ Identify building-specific programs that teachers have control over (Howlers, Morning PE in winter, after school interventions, summer challenge, literacy night, math night, music and arts concerts). ○ Establish a process for implementing programs such as the PCDA cycle. ○ Present this information to the staff. 	Ongoing	Administration and Teachers	None	None	None
<p>5E Target Question(s): (goal of some/a great deal as response)</p> <ul style="list-style-type: none"> ● How much influence do teachers have on setting standards for student behavior? <ul style="list-style-type: none"> ○ Identify building programs to influence student behavior (classroom behavior expectations, PBIS, Howl-A-Grams, periodic reinforcement lessons). ○ Utilize grade level PBIS data on monthly basis to drive the student behavior and expectations. ○ Present this information to the staff. 	Ongoing	PBIS and Administration	None	None	None
<p>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</p>					
<p>Data collection will be maintained and communicated to our staff and students</p>					
<p>Baseline Data 2016/2017</p>	<p>Benchmark 1 2017/2018</p>	<p>Benchmark 2 2018/2019</p>			
<p>16</p>	<p>21</p>	<p>26</p>			

District Goal #4: Develop the Whole Child					
SIP Goal #4: SMART Goal					
On the 2019 5 Essentials survey, the goal is to move from less implementation in academic personalism with a score of 22 from 5E (answered by students) to average implementation with a score of 40.					
Target Group or Subgroup:					
Student Experience					
Rationale/Research: (Wiseways or other)					
According to the 5 Essentials, "In schools with a supportive environment, the school is safe, demanding, and supportive. In such schools: <ul style="list-style-type: none"> ● Students feel safe in and around the school ● They find teachers trustworthy and responsive to their academic needs ● All students value hard work and ● Teachers push all students towards high academic performance" 					
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:
5E Target Question(s): (goal of agree/strongly agree as response) <ul style="list-style-type: none"> ● My teacher helps me catch up if I am behind. <ul style="list-style-type: none"> ○ Teachers will advertise study and support groups they hold (before or after school and during lunch) through Haiku, email blasts to families, post in the room. ○ An opportunity for a supervised academic lunch will be implemented and advertised to students, staff, and parents. ○ Students who need additional support will be identified through data reviews. 	Ongoing	Teachers, Team Leaders, and Administration	None	None	None
<ul style="list-style-type: none"> ○ In an effort to address chronic absenteeism at WCS, we will implement the new multi-tiered truancy process including interviews and completion of risk factor inventory. 	Ongoing	Teachers, Office Staff, Administration	None	None	None

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<ul style="list-style-type: none"> • Make a SMART goal in relation to student support and opportunities in order for students to be engaged with what opportunities are available. <ul style="list-style-type: none"> ○ Meet with staff in order to make a building wide goal focusing on student support ○ Make a SMART goal ○ Implementation of SMART goal 	9/21/18	Administration and Staff	None	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Data collection will be maintained and communicated to our staff and students					
Baseline Data 2016/2017	Benchmark 1 2017/2018	Benchmark 2 2018/2019			
22	31	40			

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Goal #5: Academic Progress					
SIP Goal #5a: ELA (Reading) SMART Goal:					
By the end of the 2018-2019 school year, Westfield Community School student proficiency in reading overall will be at 52.6% (performance will increase by 10% overall) on the PARCC assessment as compared to 42.6% of students scoring in the proficient range on the 2015-2016 PARCC assessment school-wide. Subgroup growth goals are as follows:					
Target Group or Subgroup:					
Low Income: This subgroup will reach 52.6% reading proficiency in 2018/2019 as compared to 23.3% proficiency in 2015/2016 IEP: This subgroup will reach 52.6% reading proficiency in 2018/2019 as compared to 8.0% proficiency in 2015/2016 LEP: This subgroup will reach 52.6% reading proficiency in 2018/2019 as compared to 15.0% proficiency in 2015/2016 Hispanic: This subgroup will reach 52.6% reading proficiency in 2018/2019 as compared to 30.5% proficiency in 2015/2016 Black: This subgroup will reach 52.6% reading proficiency in 2018/2019 as compared to 25.0% proficiency in 2015/2016					
Rationale/Research: (Wiseways or other)					
Reading data on both PARCC and i-Ready identifies a need for continuous 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:
Develop differentiated plans to support student reading development <ul style="list-style-type: none"> • EL - Provide training to staff on how to increase reading strategies in class. • Implement EL classes into cohorts. • IEP - Teachers are monitoring success in reading and implementing interventions when needed. 	Ongoing	Various WCS staff	None	None	None
Tier 2 vocabulary instruction will be targeted in all ELA classes, and will be the focus of vocabulary instruction in all content areas	Ongoing	Administration, Reading Coaches	None	None	None
Provide 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	Ongoing	Literacy Specialist and Reading Coaches	None	None	None
Students in interventions will set individual goals and review regularly	Ongoing	Interventionists	None	None	None
Use diagnostic data to prioritize intervention placement; giving Tier III intervention priority placement to the targeted EL subgroup 5 times a week.	Ongoing	Administration, Learning Leadership team, PLC Core	None	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Utilizing data review opportunities we will monitor student data and make adjustments to the action steps as needed					

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Target Group	Baseline Data PARCC Assessment 2015/2016	Benchmark 1 PARCC Assessment 2016/2017	Benchmark 2 PARCC Assessment 2017/2018	Benchmark 3 PARCC Assessment 2018/2019
Schoolwide	42.6% proficient	45.9% proficient	49.2% proficient	52.6%% proficient
Low Income	23.3% proficient	33.0% proficient	42.7% proficient	52.6%% proficient
IEP	8.0% proficient	22.8% proficient	37.7% proficient	52.6%% proficient
LEP	15.0% proficient	27.5% proficient	40.0% proficient	52.6%% proficient
Hispanic	30.5% proficient	37.9% proficient	45.3% proficient	52.6%% proficient
Black	25.0% proficient	34.2% proficient	43.4% proficient	52.6%% proficient

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Goal #5: Academic Progress					
By the end of the 2018-2019 school year, Westfield Community School student proficiency in writing overall will be at 35.3 points (performance will increase by 10% overall which is equal to 6 points) on the PARCC assessment as compared to 29.3 point average scale score on the 2015-2016 PARCC assessment school-wide. Subgroup growth goals are as follows:					
Target Group or Subgroup:					
Low Income: This subgroup will reach 35.3 scale score points in 2018/2019 as compared to 25.6 scale score points in 2015/2016 IEP: This subgroup will reach 35.3 scale score points in 2018/2019 as compared to 19.1 scale score points in 2015/2016 LEP: This subgroup will reach 35.3 scale score points in 2018/2019 as compared to 23.0 scale score points in 2015/2016 Hispanic: This subgroup will reach 35.3 scale score points in 2018/2019 as compared to 27.0 scale score points in 2015/2016 Black: This subgroup will reach 35.3 scale score points in 2018/2019 as compared to 26.6 scale score points in 2015/2016					
Rationale/Research: (Wiseways or other)					
Writing is a skill that is essential in the workplace for communication and success					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
Use benchmark data to monitor student writing levels and have data discussions about student needs	Ongoing	Various WCS staff	None	None	None
Teachers will use the common district writing rubric to assess practice writings each unit	Ongoing	Classroom teachers	None	None	None
Professional development for writing rubrics will be provided to staff	9/1/17, 9/22/17, and others as needed	Administration	None	None	None
Develop differentiated plans to support student writing development	Ongoing	Various WCS staff	None	None	None
Teachers will provide specific writing feedback to individuals through digital means	Ongoing	Various WCS staff	None	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Utilizing data review opportunities we will monitor student data and make adjustments to the action steps as needed					
Target Group	Baseline Data Writing Scores 2015/2016	Benchmark 1 Writing Scores 2016/2017	Benchmark 2 Writing Scores 2017/2018	Benchmark 3 Writing Scores 2018/2019	
Schoolwide	29.3 Points	31.3 Points	33.3 Points	39.3 Points	
Low Income	25.6 Points	28.9 Points	32.2 Points	39.3 Points	
IEP	19.1 Points	24.5 Points	29.9 Points	39.3 Points	
LEP	23.0 Points	27.1 Points	31.2 Points	39.3 Points	
Hispanic	27.0 Points	29.8 Points	32.6 Points	39.3 Points	
Black	26.6 Points	29.5 Points	32.1 Points	39.3 Points	

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Goal #5: Academic Progress					
SIP Goal #5c: Mathematics SMART Goal:					
By the end of the 2018-2019 school year, Westfield Community School student proficiency in math overall will be at 51.4% (performance will increase by 10% overall) on the PARCC assessment as compared to 41.4% of students scoring in the proficient range on the 2015-2016 PARCC assessment school-wide. Subgroup growth goals are as follows:					
Target Group or Subgroup:					
Low Income: This subgroup will reach 51.4% math proficiency in 2018/2019 as compared to 21.8% proficiency in 2015/2016 IEP: This subgroup will reach 51.4% math proficiency in 2018/2019 as compared to 13.3% proficiency in 2015/2016 LEP: This subgroup will reach 51.4% math proficiency in 2018/2019 as compared to 4.3% proficiency in 2015/2016 Hispanic: This subgroup will reach 51.4% math proficiency in 2018/2019 as compared to 27.6% proficiency in 2015/2016 Black: This subgroup will reach 51.4% math proficiency in 2018/2019 as compared to 20.7% proficiency in 2015/2016					
Rationale/Research: (Wiseways or other)					
Math data on both PARCC and i-Ready identifies a need for continuous 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:
Develop differentiated plans to support student math development through the use of WIN time.	Ongoing	Various WCS staff	None	None	None
Teachers will intentionally utilize math manipulatives during instruction to move from the concrete to the representational/pictorial to the abstract (reference the unit plans for suggested manipulatives for that skill)	Ongoing	Classroom teachers	None	None	None
Teachers will emphasize D300 iReady Intentional Usage Plan to promote an increase in student pass rates on lessons completed in class and at home.	Ongoing	Various WCS staff	None	None	None
Teachers will implement number talk twice weekly in all math classrooms.	Ongoing	Classroom teachers and Math Coach	None	None	None
Teachers will implement and monitor the Algebra 1A curriculum and utilize math coaching resources as needed.	Ongoing	8th grade Classroom teachers and Math Coach	None	None	None
Provide targeted support of EL and IEP students <ul style="list-style-type: none"> ● EL - Provide training to staff on how to increase Math strategies in class. ● Implement EL classes into cohorts. 	Ongoing	Administration and Staff	None	None	None

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<ul style="list-style-type: none"> IEP - Teachers are monitoring success in math and implementing a plus more when needed. 					
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Utilizing data review opportunities we will monitor student data and make adjustments to the action steps as needed					
Target Group	Baseline Data PARCC Assessment 2015/2016	Benchmark 1 PARCC Assessment 2016/2017	Benchmark 2 PARCC Assessment 2017/2018	Benchmark 3 PARCC Assessment 2018/2019	
Schoolwide	41.4% proficient	44.7% proficient	48.0% proficient	51.4% proficient	
Low Income	21.8% proficient	31.5% proficient	41.4% proficient	51.4% proficient	
IEP	13.3% proficient	26.0% proficient	38.7% proficient	51.4% proficient	
LEP	4.3% proficient	20.0% proficient	35.7% proficient	51.4% proficient	
Hispanic	27.6% proficient	35.5% proficient	43.4% proficient	51.4% proficient	
Black	20.7% proficient	30.9% proficient	41.1% proficient	51.4% proficient	

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Goal #5: Academic Progress					
SIP Goal #5d: Science SMART Goal:					
By the end of the 2018-19 school year, student performance will increase by 10% overall on the Illinois Science Assessment (ISA), as compared to baseline data obtained from the 2015-16 Illinois Science Assessment. In the 2016-17 school year, this increase will be at least 3%; in the 2017-18 school year, this increase will be an additional 3%: and finally, in the 2018-19 school year, this increase will be at least 4% - for overall growth of at least 10% by the end of this three year period.					
Target Group or Subgroup:					
Low Income: IEP: LEP: Hispanic: Black:					
Rationale/Research: (Wiseways or other)					
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 professional development on the NGSS science expectations	ongoing	Administration	None	None	None
Students will have the opportunity to use the inquiry model for exposure to scientific practices	ongoing	Classroom teachers	None	None	None
For the 18-19 school year, in order to guarantee an equitable core instructional experience teachers will implement the D300 science curriculum for each grade level utilizing the D300-approved curricular resources.	Through the 18-19 school year	Classroom teachers	None	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Target Group	Baseline Data Science Assessment 2015/2016	Benchmark 1 Science Assessment 2016/2017	Benchmark 2 Science Assessment 2017/2018	Benchmark 3 Science Assessment 2018/2019	
Schoolwide					
Low Income					
IEP					
LEP					

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Hispanic				
Black				