

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



School Name	Dundee-Crown High School		
Principal	Katie Wishowski-Wetzel		
Mission and Vision	<p><i>District Mission:</i> To ensure all students are college or career ready upon graduation <i>School Vision:</i> At Dundee-Crown High School we inspire students to dream, persevere, and achieve.</p>		
School Improvement Team Members	<p><u>Administration:</u> Katie Wishowski, <i>Principal</i> Jacob Stouffer, <i>Associate Principal</i> Noah Boudreau, <i>Associate Principal</i> Kellie Mainolfi, <i>Assistant Principal</i> Brian Peterson, <i>Assistant Principal</i> Jim Herff, <i>Dean</i> Jon Anderson, <i>Dean</i> Jason Smith, <i>Dean</i> Steve Gertz, <i>A.D.</i></p>	<p><u>Divisionals:</u> Chris Caramela, <i>Science</i> Gary Glenn, <i>Social Studies</i> Dan Lindahl, <i>Mathematics</i> Jamie Randl, <i>Educational Services</i> Patty Santella, <i>English</i></p> <p><u>Additional Faculty and Parent:</u> Emily Jacobs, <i>AVID Coordinator</i> Jessica Sibigroth, <i>Literacy Coach</i> Elizabeth McKinney, <i>parent</i></p>	<p><u>Department Representatives:</u> Todd White, <i>Art Teacher</i> Kimberly Seagren, <i>Business Teacher</i> Stephanie Whitecotton, <i>English Teacher</i> Marty Spoden, <i>Family Consumer Sciences Teacher</i> Natalie Kesting, <i>Mathematics Teacher</i> Preston Krauska, <i>Music Teacher</i> Kevin Ryan, <i>PE Teacher</i> Greg Mason, <i>Social Studies Teacher</i> Antje Starbird, <i>World Language Teacher</i> Laurie Herb, <i>World Language Teacher</i></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					
Dundee-Crown High School will demonstrate improvement from less implementation (39) to average implementation (45) in the area of collaborative teachers on the 2019 Illinois 5 Essentials Survey.					
Target Group or Subgroup:					
D-CHS Teachers					
Rationale/Research: (Wiseways or other)					
Evidence Review: Professional development should parallel the school improvement plan and evidence of research-based practices in the classroom as determined by systematic classroom observations by the principal and by other teachers (as in peer observation and collegial learning). Source: Sam Redding. Handbook on Restructuring and Substantial School 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, None	Cost:	Funding Source:
Each building planned and building led early release PD for first semester will be centered around the “Why” of PLCs, and teachers will work together in consistent interdisciplinary groups to study the research behind, and the benefits of, working in collaborative teams that analyze student data to improve instruction and student learning.	Ongoing Fall 2018	Katie Wishowski, Teaching & Learning Team	school	n/a	n/a
Each building planned and building led early release for first semester will include time for content area collaborative teams	Ongoing Fall 2018	Katie Wishowski, Teaching & Learning Team	school	n/a	n/a
Each building planned and building led early release for second semester will focus on practicing an entire PLC process. Support and direction will be provided to guide teachers along answering the four PLC questions in a short term process.	Ongoing Spring 2019	Katie Wishowski, Teaching and Learning Team	school	n/a	n/a
Dundee-Crown will create a “Sunshine Committee” comprised of teachers from across different departments to focus on creating ways to increase trust amongst our staff. Every other Early Release throughout the year will include 15 minutes for team building activities.	Ongoing 2018-2019	Jon Anderson	none	tbd	Sunshine Committee Activity Account
The Dundee-Crown AVID site team will identify one AVID strategy per month to provide lunch and learn professional development on for our staff followed by an invitation to see that strategy at work in one of our site team member’s classrooms.	Ongoing 2018-2019	Emily Jacobs, Noah Boudreau	school	n/a	n/a

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SIP Goal #1: Improve from 39 to 45 in the area of Collaborative Teachers on the Illinois 5 Essentials Survey
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?
Teachers will be asked to provide feedback about each of the building planned and led early release activities. The feedback will be used to improve future building planned and building led Early Release activities. Administration will use the collective results from the initial collaborative practices survey from institute day to provide support and professional development in the areas where teachers indicate a need for growth and improvement.

SIP Goal #1: Improve from 39 to 45 in the area of Collaborative Teachers on the Illinois 5 Essentials Survey		
Baseline Data	Benchmark Data 2018 5Es Results	2019 5Es Goal
<p style="text-align: center;"><i>2017 5Es Survey Data</i></p> <p>Collaborative Teachers Overall: 39 (Less Implementation)</p> <p>Subcategories in Collaborative Teachers: 63 for Collaborative Practices 33 for Collective Responsibility 28 on Quality Professional Development 33 on School Commitment 37 on Teacher to Teacher Trust</p>	<p style="text-align: center;"><i>2018 5Es Survey Data</i></p> <p>Collaborative Teachers Overall: 39 (Less Implementation)</p> <p>Subcategories in Collaborative Teachers: 61 for Collaborative Practices 35 for Collective Responsibility 30 on Quality Professional Development 34 on School Commitment 36 on Teacher to Teacher Trust</p>	<p>GOAL: On the 2019 Illinois 5 Essentials Survey, Dundee-Crown High School will score 45 in the area of Collaborative Teachers.</p>

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District Goal #2: Engage Family and Community
SIP Goal #2: SMART Goal
Dundee-Crown High School will demonstrate improvement in the area of “Involved Families” by increasing from 42 to 48 (within the average implementation) as measured by the 2019 Illinois 5Essentials Survey.
Target Group or Subgroup:
D-CHS Families
Rationale/Research: (Wiseways or other)
<p>Research shows that schools can improve their students’ learning by engaging parents in ways that directly relate to their children’s academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach (Epstein, 1995; Henderson & Mapp, 2002; Patrikakou, Weissberg, Redding, & Walberg, 2005; Patrikakou, Weissberg, & Rubenstein, 1999; Redding, 2000, 2006). From the evidence available, Henderson and Mapp’s (2002) review of research drew convincing conclusions about the characteristics of successful school efforts to engage families.</p> <p>Most specifically, effective school initiatives to engage parents: 1) build a foundation of trust and respect, 2) connect parent-engagement strategies to learning objectives, and 3) reach out to engage parents beyond the school. These three qualities are found in schools where parent involvement is measurably high, in specific programs that demonstrate effects on learning outcomes, and in schools that exhibit high levels of achievement. Henderson and Mapp echo the conclusions of Swap (1993) that effective parent engagement must be comprehensive in nature, with the school consistently interfacing with parents at many points, in many venues, over the course of the schooling years. (Redding, 2006, p. 149)</p> <p>Such comprehensive engagement efforts have been shown to improve student achievement in a relatively short amount of time (Redding, Langdon, Meyer, & Sheley, 2004) Parents (who are not school staff) should be involved in creating a clear and constructive classroom visit policy (ADI, 2011; Henderson, Mapp, Johnson, & Davies, 2007). This plan should balance the need to minimize classroom disruptions or interference with student learning, maximize safety, and also create a welcoming and transparent environment for families. It can be created with or in addition to policy guidelines for classroom volunteers. While all parents should be welcome to visit, inviting immigrant parents into the classroom may assist them in learning about teaching practices in American schools and ways they can support their children’s achievement (Lim, 2012). The classroom visit policy offers an opportunity to reinforce the goals of the school community and each stakeholder’s role in that community (Redding, 2011).</p>

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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:	Cost:	Funding Source:
The Principal and Family School Liaisons will keep parents informed on community events through each school's monthly newsletter/website.	Ongoing 2018-2019	Family school liaisons, building principal and Title office	None	n/a	n/a
Family School Liaisons will participate in ongoing professional development about mentoring students and supporting their families on Early Release Days throughout the school year.	Ongoing 2018-2019	District Title Office	District	\$300	Title
Title I family school liaisons will review parent feedback form and change if needed to make sure valuable information is being gained to ensure quality programming.	Fall 2018	Family school liaisons and Title office	None	n/a	n/a
Title I family school liaisons will work together to plan 3 activities for all Title I buildings for the 2018-2019 school year based on the 2017 and 2018 parent surveys.	Ongoing 2018-2019	Family school liaisons and Title office	None	\$2500	School Title
Family school liaisons will plan the Title I back to school event for the 2018-2019 school year	July 2018	Family school liaisons, building principals	None	\$10,000	Title
The Dundee-Crown administrative team and family school liaisons will conduct home visits during the summer months for incoming freshmen and their families to welcome them to Dundee-Crown, provide them with information about the school, and to inform them about the supports in place to help their students succeed.	Summer 2018 and Summer 2019	Family school liaisons, administrative team	None	n/a	n/a
Dundee-Crown High School will utilize social media to communicate about upcoming parent events.	Ongoing 2018-2019	Katie Wishowski, Steve Gertz	None	n/a	n/a
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, book study reflections.					

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SIP Goal #2: Improve from 42 to 48 in the area of Involved Families on the 2019 Illinois 5Essentials Survey.		
Baseline Data	Benchmark Data 2018 5Es Results	2019 5Es Goal
<p><i>2017 5Es Survey Data</i></p> <p>Involved Families Overall: 42 (Average Implementation)</p> <p>Subcategories:</p> <p>51 on Parent Influence on Decision Making in Schools</p> <p>38 on Teacher-Parent Trust</p> <p>37 on Parent Involvement in Schools</p>	<p><i>2018 5Es Survey Data</i></p> <p>Involved Families Overall: 46 (Average Implementation)</p> <p>Subcategories:</p> <p>56 on Parent Influence on Decision Making in Schools</p> <p>42 on Teacher-Parent Trust</p> <p>39 on Parent Involvement in Schools</p>	<p>GOAL: On the 2019 Illinois 5 Essentials survey, Dundee-Crown High School will score 48 in the area of Involved Families.</p>

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District Goal #3: Equitable and Efficient Use of Resources
SIP Goal #3: SMART Goal
Dundee-Crown High School will demonstrate improvement from least implementation (27) to less implementation (33) in the area of Effective Leaders on the 2019 5Es Survey.
Target Group or Sub Group:
D-CHS Administration and Staff
Rationale/Research: (Wiseways or other)
<p>Evidence Review:</p> <p>Many schools invest a substantial amount of resources on educational support programs and services because they recognize the many barriers that interfere with teaching and learning. Unfortunately, schools tend to implement educational support programs in a piecemeal way and “overemphasize the use of individual and small group interventions and underemphasize schoolwide approaches and community partnerships.... With so many youngsters experiencing problems, schools should be adopting new models that use support personnel and resources more effectively.”</p> <p>One strategy would involve expanding the roles of pupil support personnel in mapping, analyzing, and redeploying resources as well as working with team members to develop programming to address gaps in services. Pupil support personnel can be instrumental in providing training and consultation to teachers on creating or enhancing conditions for learning and improving classroom based efforts to address barriers to learning. “All who work to address barriers to student learning must have the time, continuing education, and opportunity not only to provide direct help but to act as advocates, catalysts, brokers, and facilitators of reform. And, it is emphasized that these additional duties include participation on school, district-wide, and community governance, planning, and evaluation bodies.”</p> <p>Effective allocation/reallocation of resources to support a comprehensive system of “Learning Supports” requires that resources are woven together at the school and expanded through the integration of school, community, and home resources. In addition schools should enhance their capacity by establishing formal linkages with community resources. “As clusters of schools work together (e.g., high schools and their middle and elementary feeder schools), they create additional opportunities to integrate and expand resources and achieve economies of scale.”</p> <p>Reference and Other Resource</p> <ul style="list-style-type: none"> - Center for Mental Health in Schools at UCLA - Financial Strategies to Aid in Addressing Barriers to Learning - New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning - Using Federal Education Legislation in Moving Toward a Comprehensive, Multifaceted, and Integrated Approach to Addressing Barriers to Learning (e.g., Creating a Cohesive System of Learning Supports) - Meyers, J.C. (1994). Financing strategies to support innovations in service delivery to children. <i>Journal of Clinical Child Psychology</i>, 23, 48-54.

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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:
<p>Dundee-Crown administration will each conduct four Reflective Practice Visits per week in classrooms. We will each be visiting classrooms throughout the school and not just in one single department. This practice will address the 5Es area of Effective Leaders in the following ways:</p> <ul style="list-style-type: none"> ● We will have a better understanding of what is going on in classrooms throughout the building. ● We will provide teachers with useful feedback to improve their teaching. ● We will utilize conversation during our morning administrative meetings to discuss on a biweekly basis, “What trends have you observed in our classrooms and what resources are needed so we can better support our teachers and student learning?” 	Ongoing 2018-2019	Katie Wishowski	None	n/a	n/a
<p>Dundee-Crown Administration will utilize weekly “learning meetings” throughout the school year where we focus on learning from one another and teaching one another about topics that are important to our team and our staff for improving student learning.</p>	Ongoing 2018-2019	Katie Wishowski and Administrative Team	None	n/a	n/a
<p>Delineate dollar amounts to each department and a year over year comparison for that department. Department meetings should spend some time focusing on what they’d like to do with the budget that they have been given; provide updated expenses and balances to departments on a quarterly basis.</p>	Ongoing 2018-2019	Jake Stouffer	None	n/a	n/a
<p>Collect suggestions, prioritize, and examine funding for the following school year with department and teacher input.</p>	Spring 2019	Jake Stouffer	None	n/a	n/a

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We will continue with monthly LEAD Building Rep meetings to gather teacher feedback and provide administrative/district perspective on operational and instructional practices within the building.	Ongoing 2018-2019	Katie Wishowski, Jake Stouffer, Noah Boudreau	None	n/a	n/a
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
We will use the monthly LEAD building representative meetings to address the topics of instructional feedback to teachers as well as equitable and efficient use of resources.					

SIP Goal #3: Improve from 27 to 33 in the area of Effective Leaders on the Illinois 5Essentials Survey		
Baseline Data	Benchmark Data 2018 5Es Results	2019 5Es Goal
<p><i>2017 5Es Survey Data</i></p> <p>Effective Leaders Overall: 27 (Least Implementation)</p> <p>Subcategories: 32 on Teacher-Principal Trust 28 on Instructional Leadership 33 on Program Coherence 13 on Teacher Influence</p>	<p><i>2018 5Es Survey Data</i></p> <p>Effective Leaders Overall: 37 (Less Implementation)</p> <p>Subcategories: 56 on Teacher-Principal Trust 38 on Instructional Leadership 37 on Program Coherence 15 on Teacher Influence</p>	<p>GOAL: On the 2019 Illinois 5 Essentials Survey, Dundee-Crown High School will score 33 in the area of Effective Leaders.</p>

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District Goal #4: Develop the Whole Child
SIP Goal #4: SMART Goal
Dundee-Crown High School will demonstrate improvement from 46 to 52 (within average implementation) in the area of Supportive Environment on the 2019 5Es Survey.
Target Group or Sub Group:
D-CHS Students & Staff
Rationale/Research: (Wiseways or other)
<p>“The Whole Child Approach”</p> <p>The demands of the 21st century require a new approach to education to fully prepare students for college, career, and citizenship. Research, practice, and common sense confirm that a whole child approach to education will develop and prepare students for the challenges and opportunities of today and tomorrow by addressing students' comprehensive needs through the shared responsibility of students, families, schools, and communities.</p> <p>All educators want to improve the work they do for students, their families, and the community. Whether it's instruction, school climate, leadership, family engagement, or any of the other issues schools face on a daily basis, all educators need tools to help them improve their actions and methods. A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success.</p> <p>ASCD's Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. Through this approach, ASCD supports educators, families, community members, and policymakers as they move from a vision about educating the whole child to sustainable, collaborative actions. ASCD is joined in this effort by Whole Child Partner organizations representing the education, arts, health, policy, and community sectors.”</p> <p>From: http://www.ascd.org/whole-child.aspx</p>

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Strategy/Actions to address goal:	Date this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, or n/a	Cost:	Funding Source:
Ensure all staff are trained in Restorative Practices Day 1 (Introduction to Restorative Practices) and/or Day 2 (Using Circles Effectively).	October 5 Institute Day	Brian Peterson, Jason Smith, Piper Stratton, Katie Wishowski	School	n/a	n/a
The September 10 administrative learning meeting will focus on the topic of “Utilizing Restorative Practices to Build Community in the Classroom.” Administration will use this along with their Day 1 and Day 2 restorative training to coach teachers on community building techniques.	Ongoing 2018-2019	Brian Peterson and Jason Smith	School	n/a	n/a
Counselors and work program coordinators trained in Naviance.	August 2018	Counseling Coordinator	District		
Counselor push in to ASPs for long term goal setting and future planning using Naviance and MYAP	Ongoing 2018-2020	Katie Wishowski-Wetzel Noah Boudreau Elizabeth McKinney	N/A	N/A	N/A
D-C Fights the Stigma Mental Health Awareness Campaign Kick Off and Monthly Foci	Ongoing 2018-2019	Brian Peterson D-C Fights the Stigma Comm.	School	\$500	Activity Account
We will use the district created EL counselor position to focus on our EL and former EL students. They will bring in guest speakers, and take field trips to workplaces and educational institutions in order to promote long term goal setting and action planning with those students. They will do a needs assessment with our EL students in order to create SEL and academic groups that can address their social emotional and academic needs.	Ongoing 2018-2020	Kellie Mainolfi	District		
We will utilize our attendance dean and attendance manager to seek out students with attendance issues, analyze the root causes for their attendance issues, and then support/problem solve based on the root causes. Our general education social worker will assist with social emotional supports and groups for cases of chronic absenteeism.	Ongoing 2018-2019	Brian Peterson, Jim Herff	District		

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Monitoring Plan: How will you monitor the effectiveness of your strategy/action?
Student and staff feedback via survey regarding Fight the Stigma campaign; staff feedback from October 5 Restorative Training; counselors will develop a feedback tool for students to use regarding Naviance.

SIP Goal #4: Improve from 46 to 52 in the area of Supportive Environment on the 2019 Illinois 5Essentials.		
Baseline Data	Benchmark Data 2018 5Es Results	2019 5Es Goal
<p><i>2017 5Es Survey Data</i></p> <p>Supportive Environment Overall: 46 (Average Implementation)</p> <p>Subcategories: 64 on Student-Teacher Trust 50 on School-Wide Future Orientation 35 on Expectations for Post Secondary Education 35 on Safety</p>	<p><i>2018 5Es Survey Data</i></p> <p>Supportive Environment Overall: 50 (Average Implementation)</p> <p>Subcategories: 74 on Student-Teacher Trust 54 on School-Wide Future Orientation 37 on Expectations for Post Secondary Education 34 on Safety</p>	<p>GOAL: On the 2019 Illinois 5 Essentials Survey, Dundee-Crown High School will score 52 in the area of Supportive Environment.</p>

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Goal #5: Academic Progress					
SIP Goal #5a: <i>ELA (Reading)</i> SMART Goal:					
By 2020, 63.3% of Dundee-Crown High School students will meet/exceed college readiness benchmarks on the reading portion of the SAT.					
Target Group or Sub Group:					
63.3% of black D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2020 SAT. 63.3% of Hispanic D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2020 SAT. 63.3% of LEP D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2020 SAT. 63.3% of IEP D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2020 SAT. 63.3% of Low Income D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2020 SAT.					
Rationale/Research:					
High School Literacy: A Quick Stats Fact Sheet by Rutenberg, D. “Deliberate literacy instruction in high school offers some potentially promising outcomes” generally and for particular subgroups. This is in response to NAEP data showing that literacy often begins to decline in 8th grade, but “reading and writing are rarely taught as separate subjects” beyond that. Teachers of high school content courses rarely address strategies for encouraging engagement, understanding, or helping struggling readers. The full article can be accessed using this link: http://files.eric.ed.gov/fulltext/ED507600.pdf					
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 of SAT Suite of Assessments (PSAT9, PSAT10, PSAT NMSQT, SAT) to provide practice for students, ensure monitoring of college readiness, and provide reliable data to teachers to drive their instructional practices (specifically differentiation and literacy).	2016-2020	Katie Wishowski, Kellie Mainolfi	District and School	Unknown	Unknown
Differentiate instruction in those ESL English sections to meet the needs of our EL students; use formative assessments in all ESL classes to determine whether students are making progress toward improved ACCESS scores over time.	Ongoing 2017-2020	Katie Wishowski-Wetzel Kellie Mainolfi	District	n/a	n/a
D-CHS Reading Coach will work with teams of teachers, or individuals, on selecting an SAT tested skill and then providing guidance on using aligned strategies	Ongoing 2018-2019	Katie Wishowski, Patty Santella, Jessica Sibigroth	School	\$500	Fund 10

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to incorporate into their existing curriculum, instruction, and assessment.					
Use Achieve 3000 as an intervention to ensure students are reading at grade level in the general ed settings as well as in resource settings for students with IEPs.	Ongoing 2017-2020	Patty Santella Jessica Sibigroth	District		
D-CHS Reading Coach will work with teams of teachers, or individual teachers, on incorporation of critical reading strategies to support the close reading process across the content areas in both special education and general education settings.	Ongoing 2016-2020	Jessica Sibigroth	School	\$1,000	Fund 10
English tutoring ASPs for students who are approaching standards on the PSAT 8/9. Monitoring of Progress and Midterm grades to move students into or out of the tutoring ASP.	August 2017 and ongoing	Patty Santella	n/a	n/a	n/a
The Language Coach will be utilized by our EL teachers to improve their instruction and student learning focused around the WIDA standards.	Ongoing 2018-2020	Joshua Perdomo, Kellie Mainolfi	District		
The Language Coach will be utilized by our non-EL teachers who have EL students in class so that they can incorporate language building activities within their instruction.	Ongoing 2018-2020	Joshua Perdomo, Kellie Mainolfi	District		

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

Data from the PSAT 9, PSAT, and SAT.
 PLC use of ATI/Galileo data from properly aligned formative and summative assessments.
 Social Studies and English analysis and use of grade data to monitor student progress in interventions.
 Walk through data from English and Social Studies classes to monitor use of SAT aligned instruction and assessments as well as the use of critical reading strategies.

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Baseline Data Spring 2017 SAT	Benchmark 1 Spring 2018 SAT	Goal for Benchmark 2 Spring 2019 SAT	Goal for Benchmark 3 Spring 2020 SAT
WHOLE SCHOOL: Spring 2017 SAT - 47% met/exceeded in reading	42% of Dundee-Crown High School students met/exceeded college readiness benchmarks in reading as measured on the spring 2018 SAT.	65% of Dundee-Crown High School students will meet/exceed college readiness benchmarks in reading as measured on the spring 2019 SAT.	63.3% of Dundee-Crown High School students will meet/exceed college readiness benchmarks in reading as measured on the spring 2020 SAT.
BLACK SUBGROUP: Spring 2017 SAT – 17.2% met/exceeded in reading	15% of black D-CHS students met/exceeded college readiness benchmarks in reading as measured on the spring 2018 SAT.	55% of black D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2019 SAT.	63.3% of black D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2020 SAT.
HISPANIC SUBGROUP: Spring 2017 SAT - 31% met/exceeded in Reading	27% of Hispanic D-CHS students met/exceeded college readiness benchmarks in reading as measured on the spring 2018 SAT.	59% of Hispanic D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2019 SAT.	63.3% of Hispanic D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2020 SAT.
LEP SUBGROUP: Spring 2017 SAT - 0% met/exceeded in Reading	1% of LEP D-CHS students met/exceeded college readiness benchmarks in reading as measured on the spring 2018 SAT.	48% of LEP D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2019 SAT.	63.3% of LEP D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2020 SAT.
IEP SUBGROUP: Spring 2017 SAT – 9.1% met/exceeded in reading	8% of IEP students met/exceeded college readiness benchmarks in reading as measured on the spring 2018 SAT.	51% of IEP students will meet/exceed college readiness benchmarks in reading as measured on the spring 2019 SAT.	63.3% of IEP students will meet/exceed college readiness benchmarks in reading as measured on the spring 2020 SAT.
LOW INCOME SUBGROUP: Spring 2017 SAT – 32.9% met/exceeded in reading	29% of Low Income students met/exceeded college readiness benchmarks in reading as measured on the spring 2018 SAT.	59% of Low Income students will meet/exceed college readiness benchmarks in reading as measured on the spring 2019 SAT.	63.3% of Low Income students will meet/exceed college readiness benchmarks in reading as measured on the spring 2020 SAT.

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Goal #5: Academic Progress					
SIP Goal #5b: <i>ELA (Writing)</i> SMART Goal:					
41.6% of D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay.					
Target Group or Sub Group:					
41.6% of black D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay. 41.6% of Hispanic D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay. 41.6% of LEP D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay. 41.6% of IEP D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay. 41.6% of low income D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay.					
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:
Early release and in-service time will be spent with continued professional development on Drive 300 and high impact instructional strategies like Costa's Levels of Thinking, Rigor and Relevance, and on Frayer Model vocabulary instruction. Teachers will be provided with professional development on these items and have time to work within their PLCs to discuss implementation of these strategies in their classrooms, specific to literacy within their content areas.	Ongoing 2017-2020	Katie Wishowski-Wetzel			
English classes will continue to emphasize both reading and writing instruction that is aligned to Common Core and SAT standards. Teachers will work within their PLCs to analyze student mastery of priority standards and then reteach or enrich as needed.	Ongoing 2017-2020	Patty Santella			
The reading coach will work with both special education and general education teachers to incorporate analytical writing skills, aligned with the College Board expectations, within their content areas.	Ongoing 2018-2020	Katie Wishowski, Jessica Sibigroth, Teaching and Learning Team			

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

English classes will continue to monitor written responses from students through formative and summative assessments. They will analyze results of those assessments and use the results to drive instructional practices. Teams of content area teachers will do the same with formative assessment results from writing samples.

SIP Goal 5 - Academic progress in writing - 41.6% of D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay.

Baseline Data Spring 2017 SAT	Benchmark 1 Spring 2018 SAT	Goal for Benchmark 2 Spring 2019 SAT	Goal for Benchmark 3 Spring 2020 SAT
WHOLE SCHOOL: 20% of D-CHS students scored at least a 5 on the analysis portion of the SAT essay.	18% of D-CHS students scored at least a 5 on the analysis portion of the 2018 SAT essay.	34% of D-CHS students will score at least a 5 on the analysis portion of the 2019 SAT essay.	41.6% of D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay.
BLACK SUBGROUP: 6.9% of D-CHS students scored at least a 5 on the analysis portion of the SAT essay.	0% of D-CHS students scored at least a 5 on the analysis portion of the 2018 SAT essay.	31% of D-CHS students will score at least a 5 on the analysis portion of the 2019 SAT essay.	41.6% of D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay.
HISPANIC SUBGROUP: 13% of D-CHS students scored at least a 5 on the analysis portion of the SAT essay.	10.4% of D-CHS students scored at least a 5 on the analysis portion of the 2018 SAT essay.	31% of D-CHS students will score at least a 5 on the analysis portion of the 2019 SAT essay.	41.6% of D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay.
LEP SUBGROUP: 0% of D-CHS students scored at least a 5 on the analysis portion of the SAT essay.	0% of D-CHS LEP students scored at least a 5 on the analysis portion of the 2018 SAT essay.	28% of D-CHS students will score at least a 5 on the analysis portion of the 2019 SAT essay.	41.6% of D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay.
IEP SUBGROUP: 1.9% of D-CHS students scored at least a 5 on the analysis portion of the SAT essay.	0% of D-CHS IEP students scored at least a 5 on the analysis portion of the 2018 SAT essay.	28% of D-CHS students will score at least a 5 on the analysis portion of the 2019 SAT essay.	41.6% of D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay.
LOW INCOME SUBGROUP: 13.3% of D-CHS students scored at least a 5 on the analysis portion of the SAT essay.	9.9% of D-CHS low-income students scored at least a 5 on the analysis portion of the 2018 SAT essay.	31% of D-CHS low income students will score at least a 5 on the analysis portion of the 2019 SAT essay.	41.6% of D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay.

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Goal #5: Academic Progress					
SIP Goal #5c: <i>Mathematics</i> SMART Goal:					
By 2020, 51.5% of Dundee-Crown High School students will meet/exceed college readiness benchmarks on the math portion of the SAT.					
Target Group or Subgroup:					
51.5% of black D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2020 SAT. 51.5% of Hispanic D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2020 SAT. 51.5% of LEP D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2020 SAT. 51.5% of IEP D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2020 SAT. 51.5% of Low Income D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2020 SAT.					
Rationale/Research: (Wiseways or other)					
Students need to be able to demonstrate college and career readiness on nationally normed, reliable, valid exams. From the College Board Website: Math Test The overall aim of the SAT Math Test is to assess fluency with, understanding of, and ability to apply the mathematical concepts that are most strongly prerequisite for and useful across a wide range of college majors and careers. The test will reward a stronger command of fewer important topics. Students will need to exhibit command of mathematical practices, fluency with mathematical procedures, and conceptual understanding of mathematical ideas. The exam will also provide opportunities for richer applied problems. The Math Test will have a calculator portion and a no-calculator portion. In the calculator portion, students can use their calculators to perform routine computations more efficiently, enabling them to focus on mathematical applications and reasoning. However, the calculator is a tool that students must use strategically, deciding when and how to use it. There will be some questions in the calculator portion that can be answered more efficiently without a calculator. In these cases, students who make use of structure or their ability to reason will most likely reach the solution more rapidly than students who use a calculator.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: None, School, or District	Cost:	Funding Source:
School wide professional development on the structure, format, and scoring of the SAT.	Fall 2018	Katie Wishowski, Kellie Mainolfi	School	Est: 2,000	Fund 10
Use of SAT Suite of Assessments (PSAT9, PSAT, SAT) to provide practice for students and to ensure monitoring of college readiness.	2016-2020	Katie Wishowski, Kellie Mainolfi	District	tbd	tbd

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Integration of SAT style questions in algebra, geometry, & college algebra formative and summative assessments	Ongoing	Dan Lindahl, Content area PLCs	School	TBD	TBD
Instruction of SAT skills and question types within math courses at D-CHS.	December 2017	Dan Lindahl, Content PLCs	School	TBD	TBD
Use Algebra Extension in both the general education and special education setting as an intervention to ensure students are filling the gap between current math skills and grade level expectations for mathematics in both Algebra 1 and Algebra 2.	Ongoing 2016-2020	Jacque Duginske Dan Lindahl Algebra Extension teachers	District	n/a	n/a
Language Skills for Geometry course will be utilized in order to support EL students with language skills that could support their success in the mathematics classroom.	Ongoing 2017-2020	Katie Wishowski Dan Lindahl Cally Genson Joshua Perdomo	District	n/a	n/a

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

The teaching and learning team will be sure to consistently look at what professional development needs there are to get teachers up to speed on the SAT. At each meeting, SAT will be an ongoing topic on our agenda.

When the data is in for each of our assessments, we will have the secondary systems team and teaching and learning teams dissect and analyze the data to determine areas for instructional focus. We will use data from ALEKS to drive instruction in the Algebra Extension classes and make any curricular changes that may be needed.

We will use mastery manager to look at student data and trends to drive instructional practices.

We will use walk through data to monitor the use of SAT style instruction and assessment.

Baseline Data Spring 2017 SAT	Benchmark 1 Results Spring 2018 SAT	Benchmark 2 Goal Spring 2019 SAT	Benchmark 3 Goal Spring 2020 SAT
WHOLE SCHOOL: Spring 2017 SAT- 30.9% met/exceeded in math	27% of Dundee-Crown High School students met/exceeded college readiness benchmarks in math as measured on the spring 2018 SAT.	45% of Dundee-Crown High School students will meet/exceed college readiness benchmarks in math as measured on the spring 2019 SAT.	51.5% of Dundee-Crown High School students will meet/exceed college readiness benchmarks in math as measured on the spring 2020 SAT.
BLACK SUBGROUP: Spring 2017 SAT – 3.4% met/exceeded in math	4% of black D-CHS students met/exceeded college readiness benchmarks in math as measured on the spring 2018 SAT.	35% of black D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2019 SAT.	51.5% of black D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2020 SAT.

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HISPANIC SUBGROUP: Spring 2017 SAT – 17.9% met/exceeded in math	16% of Hispanic D-CHS students met/exceeded college readiness benchmarks in math as measured on the spring 2017 SAT	40% of Hispanic D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2018 SAT	51.5% of Hispanic D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2019 SAT
LEP SUBGROUP: Spring 2017 SAT – 2.6% met/exceeded in math	4% of LEP D-CHS students met/exceeded college readiness benchmarks in math as measured on the spring 2017 SAT	35% of LEP D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2018 SAT	51.5% of LEP D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2019 SAT
IEP SUBGROUP: Spring 2017 SAT - 5.5% met/exceeded in math	5% of IEP students met/exceeded college readiness benchmarks in math as measured on the spring 2018 SAT.	36% of IEP students will meet/exceed college readiness benchmarks in math as measured on the spring 2019 SAT.	51.5% of IEP students will meet/exceed college readiness benchmarks in math as measured on the spring 2020 SAT.
LOW INCOME SUBGROUP: Spring 2017 SAT – 18.6% met/exceeded in math	17% of Low Income students met/exceeded college readiness benchmarks in math as measured on the spring 2018 SAT.	40% of Low Income students will meet/exceed college readiness benchmarks in math as measured on the spring 2019 SAT.	51.5% of Low Income students will meet/exceed college readiness benchmarks in math as measured on the spring 2020 SAT.

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Goal #5: Academic Progress
SIP Goal #5d: <i>Science</i> SMART Goal:
By 2020, 10% more students will meet/exceed expectation on the ISBE science exam than did in 2017.
Target Group or Sub Group:
Biology Students (mostly freshmen)
Rationale/Research: (Wiseways or other)
<p>From http://www.isbe.net/nILS/science/pdf/ILS-Science-fact-sheet-0216.pdf</p> <p>The need for high-quality science education – beginning at the earliest grades – is more essential now than ever before. Students need the kind of preparation that not only supports their current learning but also gives them the tools and skills necessary to succeed in a rapidly and continuously changing world. The Illinois Learning Standards in science are a key component toward advancing high-quality teaching and learning in science.</p> <p>Illinois State Board of Education 100 North First Street • Springfield, Illinois 62777-0001 www.isbe.net James T. Meeks Chairman</p> <p align="right">Tony Smith, Ph.D. State Superintendent of Education</p> <p>FACT SHEET Illinois Learning Standards in Science February 2016, ISBE Division of Public Information</p> <p>The Illinois Learning Standards in science emphasize a more engaged, hands-on science education that aims to give students a deeper understanding of the core concepts in science and engineering as well as practice applying those concepts – linking knowledge and real-world skills. Quality science education is based on standards that are rich in content and practice, with aligned curricula, assessment, and teacher preparation and practice. It has been nearly 20 years since the National Research Council and the American Association for Advancement in Science produced their reports from which most state science standards are based. Illinois’ current science standards became effective in February 2014 and are based on the Next Generation Science Standards (NGSS). Forty-one experts, including three Illinois educators, wrote the NGSS.</p> <p>State-level committees in 26 states reviewed the learning benchmarks. These groups confirmed that the design and development of the NGSS were guided by the best available evidence to ensure that students who meet these standards are prepared for postsecondary education and careers in the 21st century. Illinois’ science standards consider what it means to be “literate” in science by including the use of technology, critical thinking, and analytical skills. One of the biggest shifts in the transition to the new standards is how they encourage students to engage with science through integrated and interrelated concepts. The Illinois State Board of Education believes that a high-quality science education equips students with the knowledge and skills - such as communication, collaboration, inquiry, and flexibility - that are necessary for all careers, not just those within the science, technology, engineering and math (STEM) fields. In today’s global</p>

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marketplace, students will face unprecedented competition in the workforce from their peers across the country and around the world. We must give our kids the right foundation to successfully solve problems and tackle complex issues that face current and future generations.

Illinois' current science standards connect scientific principles to real-world situations, making content and instruction more engaging and relevant to the topics and activities students experience outside the classroom. The standards also introduce science at an earlier age, when children have many questions about the world and how it works. They build on children's inherent curiosity. The Illinois Learning Standards in science are not a curricula but a guide for what students need to know and be able to do by the end of each grade level. Schools began implementing the standards in 2014, with full implementation set for the 2016-17 school year.

To comply with federal testing requirements, Illinois will administer the Illinois Science Assessment (ISA) to students enrolled in grades 5, 8 and once at the high school level. The ISA will be given online, and the high school assessment uses a course-based model with content aligned to Biology I.

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:
Examine Biology curriculum and fill any gaps between our curriculum and the content/skills covered on the ISBE science exam.	Fall 2017	Chris Caramela, Biology PLC	District	tbd	tbd
Ensure biology formative and summative assessments are properly aligned to the skills and content covered on the ISBE science exam.	Fall 2017	Chris Caramela, Biology PLC	District, school	Est. 2000	Fund 10
Use of peer observation amongst biology teachers to grow as instructors in regards to differentiating for students who are struggling/excelling and in creating engaging science lessons centered on NGSS and building science literacy skills.	Ongoing	Chris Caramela	school	n/a	n/a
Use PLC time to examine formative and summative assessment data to drive instructional practices.	Ongoing	Chris Caramela, Biology PLC	school	\$0	n/a

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

Use of Galileo/ATI for PLCs to analyze biology formative and summative assessment data and drive instructional practices. Use of walk through data to monitor use of instruction and assessment aligned to NGSS. Administrative oversight and attendance at PLC meetings and common prep meetings to identify where administrative support is needed to meet our goals.

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Baseline Data 2016 Results	Benchmark 1 2017 Results	Benchmark 2 Goal for 2018 Results	Benchmark 3 Goal for 2019 Results
Spring 2016 ISBE science test results 29% of Dundee-Crown Students were proficient on the 2015-2016 Illinois Science Assessment	Spring 2017 ISBE science test results 31% of Dundee-Crown Students were proficient on the 2016-2017 Illinois Science Assessment	35% of Dundee-Crown High School biology students will be considered proficient on the 2017-2018 ISA.	39% of Dundee-Crown High School biology students will be considered proficient on the 2017-2018 ISA.
BLACK SUBGROUP: Spring 2016 6% proficient in ISA	Spring 2017 20% of black students were proficient in ISA	35% of black Dundee-Crown High School biology students will be considered proficient on the 2017-2018 ISA.	39% of black Dundee-Crown High School biology students will be considered proficient on the 2017-2018 ISA.
HISPANIC SUBGROUP: Spring 2016 17% proficient in ISA	Spring 2017 21% of Hispanic students at D-CHS were proficient in ISA	35% of Hispanic Dundee-Crown High School biology students will be considered proficient on the 2017-2018 ISA.	39% of Hispanic Dundee-Crown High School biology students will be considered proficient on the 2017-2018 ISA.
LEP SUBGROUP: Spring 2016 2% proficient in ISA	Spring 2017 4% of LEP students at D-CHS were proficient in ISA	35% of LEP Dundee-Crown High School biology students will be considered proficient on the 2017-2018 ISA.	39% of LEP Dundee-Crown High School biology students will be considered proficient on the 2017-2018 ISA.
IEP SUBGROUP: Spring 2016 9% proficient in ISA	Spring 2017 7% of D_CHS students with IEPs were proficient in ISA	35% of Dundee-Crown High School biology students with IEPs will be considered proficient on the 2017-2018 ISA.	39% of Dundee-Crown High School biology students with IEPs will be considered proficient on the 2017-2018 ISA.
LOW INCOME SUBGROUP: Spring 2016 17% proficient in ISA	Spring 2017 21% of low income students at D-CHS were proficient in ISA	35% of low income Dundee-Crown High School biology students will be considered proficient on the 2017-2018 ISA.	39% of low income Dundee-Crown High School biology students will be considered proficient on the 2017-2018 ISA.