

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



School Name	Dundee Highlands Elementary School	
Principal Name	Mrs. Karen Cumpata	
Mission and Vision	Mission: To ensure all students are college or career ready upon graduation Vision: Learners today, Leaders tomorrow	
School Improvement Team Members	Mrs. Karen Cumpata - Principal Mrs. Sarah Spindler - Kindergarten Mrs. Sheree Raue - 1st Grade Teacher Mrs. Peggy Hanley - 2nd Grade Teacher	Mrs. Janet Kmiecik - 3rd Grade Teacher Mrs. Bethany Rotenberry - 4th Grade Teacher Mrs. Shalon Leschman - 5th Grade Teacher Dr. Victoria Miceli-Randolph - Psychologist
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 Highlands Elementary School will demonstrate improvement in the area of Teacher Influence by increasing the rating from Average Implementation (41) in 2017 to at least More Implementation (61) as measured by the 2019 Illinois 5Essentials Survey.					
Target Group or Sub-Group:					
Grade Level and Content Area Professional Learning Communities					
Rationale/Research: (Wise Way or other)					
<p><i>Teachers are organized into grade level clusters. (Wise Ways Indicator #1171)</i></p> <p><i>Instructional teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (Wise Ways Indicator #1173)</i></p> <p><i>Instructional teams develop standards-aligned units of instruction for each subject and grade level. (Wise Ways Indicator #1045)</i></p> <p><i>All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (Wise Ways Indicator #1045)</i></p> <p><i>Units of instruction include specific learning activities aligned to objectives. (Wise Ways Indicator #1083)</i></p> <p><i>Instructional teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator #1061)</i></p>					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
Provide opportunities for teachers to observe other classrooms that are implementing strategies based on the focus areas identified through Drive 300, Quantum Learning, and supported by District Content Directors and Literacy and Math Coaches. Teachers will have the opportunity to provide meaningful feedback to their peers.	May 2019	Principal-Karen Cumpata Math Coach Literacy Coach-Jessica Busch	School	Utilize full time building subs	None
Professional Learning Communities will analyze Math and ELA pre-test data and common formative assessment data and write one math and one literacy SMART goal as a focus for instruction during each Math and Literacy Unit utilizing a SMART goal template/Data Analysis Protocols created by grade level reps and principal.	October 2018 May 2019	Principal-Karen Cumpata Grade Level PLCs	School	None	None
The Principal and grade level reps will meet monthly. The Principal and grade level reps will collaborate to create a "look-fors" document that supports the Drive 300 instructional strategies and provides a focus for peer observations.	October 2018	Principal-Karen Cumpata Grade Level Reps	School	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
The implementation of PLCs at DHES will be a standing agenda item at all Grade Level Rep/School Improvement Meetings. Karen Cumpata will meet with each grade level team at least 5 times throughout the year to dialog about, and support, the PLC implementation process. Grade Level SMART goals for ELA and Math will be					

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uploaded and posted to the DHES PLC Haiku page. Grade Level PLC agendas/minutes will be uploaded and posted to the DHES PLC Haiku page. Karen Cumpata and School Improvement Team will analyze the 2018-2019 5 Essentials Data.

Baseline Data	Benchmark 1 (October 2018)	Benchmark 2 (January 2019)	Benchmark 3 (May 2019)
<ul style="list-style-type: none"> ● 2017 5Essentials data (Average Implementation 41) 	<ul style="list-style-type: none"> ● SMART Goal Template created and uploaded to DHES PLC Haiku page ● DHES “Look-Fors” document created and uploaded to the DHES PLC Haiku page 	<ul style="list-style-type: none"> ● SMART goals completed and uploaded to the DHES PLC Haiku page for each completed ELA and Math unit 	<ul style="list-style-type: none"> ● 2019 5Essentials data (More Implementation 61) ● SMART goals completed and uploaded to the DHES PLC Haiku page for each ELA and Math unit

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District Goal #2: Engage Family and Community					
SIP Goal #2: SMART Goal					
Dundee Highlands Elementary School will demonstrate improvement in the area of Involved Families by increasing the rating from Average Implementation (55) in 2017 to at least More Implementation (61) as measured by the 2019 Illinois 5Essentials Survey.					
Target Group or Sub-Group:					
Dundee Highlands Elementary School Staff and Families					
Rationale/Research: (Wiseways or other)					
<p><i>School leadership and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning. (Wise Way Indicator #2341)</i></p> <p><i>The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (Wise Way Indicator #1115)</i></p> <p><i>The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (Wise Way Indicator #1155)</i></p> <p><i>The principal offers frequent opportunities for stakeholders to voice constructive critique of the school's progress and suggestions for improvement. (Wise Way Indicator #1034)</i></p> <p><i>All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students. (Wise Way Indicator #2353)</i></p>					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
The Principal and PTC will create a parent survey asking for feedback from the 2017-2018 school year and ideas for the 2018-2019 school year. The PTC President will post PTC committee leadership roles for parents to volunteer for throughout the school year.	September 2018	Principal-Karen Cumpata PTC President- Sarah Trommer	None	None	None
The Principal and grade level teachers will host at least 3 parent events during the school day or in the evening to engage parents in the learning process. These events will provide parents the opportunity to be a part of the school learning community. The principal and staff will host events outside of the school day to invite parents, grandparents and community members into the school to help build a positive relationship between home and school.	May 2019	Principal-Karen Cumpata	None	None	None
Grade level teachers will post classroom information on their Haiku page for parent reference. Information that will be posted on grade level Haiku pages will consist of daily/weekly announcements, ELA and Math learning targets or focus areas, and additional links/resources to support student learning. The Principal will encourage parents to view and interact with classroom Haiku pages via the principal's weekly wrap-up message and monthly newsletters.	May 2019	Grade Level Teachers	District	None	None

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Monitoring Plan: How will you monitor the effectiveness of your strategy/action?			
Parent survey results, teacher feedback results, parent sign-in sheets (Raptor), % of parents who attend parent/teacher conferences			
Baseline Data	Benchmark 1 (December 2018)	Benchmark 2 (February 2019)	Benchmark 3 (May 2019)
<ul style="list-style-type: none"> 2017 5Essentials data (Average Implementation 55) 	<ul style="list-style-type: none"> PTC Parent Survey Results Attendance from School Event 1 Attendance from School Event 2 	<ul style="list-style-type: none"> % of parents who attending parent/teacher conferences Attendance from School Event 3 	<ul style="list-style-type: none"> 2019 5Essentials data (More Implementation 61)

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District Goal #3: Equitable and Efficient Use of Resources					
SIP Goal #3: SMART Goal					
Dundee Highlands Elementary School will demonstrate improvement in the area of Collective Responsibility by increasing the rating from Less Implementation (38) in 2017 to at least Average Implementation (41) as measured by the 2019 Illinois 5Essentials Survey.					
Target Group or Sub-Group:					
Dundee Highlands Elementary School Staff					
Rationale/Research: (Wiseways or other)					
<p><i>All teams have written statements of purpose and guidelines for their operation. (Wise Ways Indicator #1013)</i></p> <p><i>School Leadership identifies and allocates/re-allocates resources needed for Learning Supports' implementation. (Wise Ways Indicator #2344)</i></p> <p><i>The principal offers frequent opportunities for stakeholders to voice constructive critique of the school's progress and suggestions for improvement. (Wise Ways Indicator #1034)</i></p>					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
The Principal and grade level reps/SIP Team will review the \$6000 allotment from Superintendent Heid to develop a math extended day program for targeted students, a phonics extended day program for targeted students and a STEM enrichment extended day program for targeted students. The extended day programs will focus on math investigations, phonics instruction and project-based learning.	October 2018	Principal-Karen Cumpata Grade Level Teachers	School, District	\$6,000	Building Budget (allocated by district)
The Principal, grade level teachers and support staff will review classroom data, behavioral data, and SEL data to determine appropriate assemblies that will engage students in the areas of goal setting, positive choices and growth mindset.	March 2019	Principal-Karen Cumpata PBIS Universal Coach-Vicki Miceli-Randolph PBIS Secondary Coach-Sharon Oeffling	None	\$1,500	Building Budget DHES PTC
The Principal will share budget updates at least once each semester with the grade level reps. Grade levels will develop a supply inventory and utilize the inventory to make informed decisions on purchases.	April 2019	Grade Level Reps	None	\$5,000	Building Budget
The Principal will share weekly highlights that will be linked to our current school improvement goals and 5Essentials data.	August 2018 (Ongoing)	Principal-Karen Cumpata	None	None	None
The Principal will seek input from staff for professional development opportunities based on Drive 300 initiatives and the D300 Math and ELA frameworks to support staff in the areas of teaching and learning utilizing surveys. Principal will use math coaches, literacy teachers, DLCs, and outside PD organizations to support staff in these areas.	May 2019	Principal-Karen Cumpata DHES Staff	School, District	\$5,000	Building Budget
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					

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Faculty Workshop agendas, Grade Level Rep agendas, staff survey results regarding inservice programs, IC behavioral referral data, iReady data			
Baseline Data	Benchmark 1 (October 2018)	Benchmark 2 (February 2019)	Benchmark 3 (May 2019)
<ul style="list-style-type: none"> ● 2017 5Essentials data (Less Implementation 38) 	<ul style="list-style-type: none"> ● Extended day program designed ● Extended day program students identified ● Review grade level data analysis protocols and SMART goals ● Review of IC referral data <ul style="list-style-type: none"> ● School Assembly 1 	<ul style="list-style-type: none"> ● Review winter iReady data for students participating in the extended day program; Make data driven decisions to enhance or refine the extended day program ● Review and analyze grade level data analysis protocols and SMART goals for identified common formative assessments ● Review of IC referral data <ul style="list-style-type: none"> ● School Assembly 2 	<ul style="list-style-type: none"> ● 2019 5Essentials Data (Average Implementation 41) ● Review spring iReady data for students participating in the extended day program; make data driven decisions to enhance or refine the extended day program for the following school year ● Review and analyze grade level data analysis protocols and SMART goals for identified common formative assessments ● Review of IC referral data

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District Goal #4: Develop the Whole Child					
SIP Goal #4: SMART Goal					
Dundee Highlands Elementary School will demonstrate improvement in the area of Collaborative Practices by increasing the rating from Less Implementation (22) in 2017 to at least Average Implementation (41) as measured by the 2019 Illinois 5Essentials Survey.					
Target Group or Sub-Group:					
Dundee Highlands Elementary School Staff					
Rationale/Research: (Wise Ways or other)					
<p><i>The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students . (Wise Ways Indicator #2351)</i></p> <p><i>The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (Wise Ways Indicator #2348)</i></p> <p><i>The school culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (Wise Ways Indicator #2352)</i></p> <p><i>All school personnel actively model and foster a positive school environment where students feel valued and are challenged to be engaged and grow cognitively. (Wise Ways Indicator #2346)</i></p>					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
The Principal will create an instructional schedule that will allow for common grade level PLC time each week.	August 2018	Principal-Karen Cumpata	School	None	None
Grade level teachers will meet as a grade level PLC once a month, for one hour after school to focus on ELA and Math priority standards and common formative assessments. Grade level teachers will use the data analysis protocols to guide their SMART goals and classroom instruction.	September 2018	Principal-Karen Cumpata Grade Level Reps Teachers	School	\$6,000	Building Budget
The Principal, Director of Literacy and Director of Math will meet with grade level PLCs once a semester to discuss best practices in ELA and Math.	December 2018, May 2019	Principal-Karen Cumpata Director of Literacy Director of Math Teachers	School, District	None	None
The Principal, along with the District Literacy and Math Department, will work with the literacy teacher, math coach and DLC to design monthly PD that will take place during scheduled Faculty Workshops focusing on the D300 frameworks, priority standards, and Drive 300 initiatives.	Ongoing	Principal-Karen Cumpata Director of Literacy Director of Math Director of Innovation Building Literacy Teacher Building Math Coach Building DLC Teachers	School, District	\$1,000	Building Budget

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The Principal and PBIS teams will review student attendance data quarterly and determine appropriate interventions to address chronic absenteeism.	October 2018, January 2019, March 2019, May 2019	Principal-Karen Cumpata PBIS Team Members	None	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Attendance Data; Faculty Workshop Agendas; PLC Agendas; PBIS Agendas; 5Essentials Data					
Baseline Data	Benchmark 1 (October 2018)	Benchmark 2 (January 2019)	Benchmark 3 (May 2019)		
<ul style="list-style-type: none"> ● 2017 5Essentials Data (Less Implementation 22) ● 2017-2018 Attendance Data 	<ul style="list-style-type: none"> ● PBIS agendas focused on attendance ● PLC monthly agendas posted to Haiku 	<ul style="list-style-type: none"> ● PBIS agendas focused on attendance ● PLC monthly agendas posted to Haiku ● Director of Literacy and Director of Math met with grade level PLCs 	<ul style="list-style-type: none"> ● 2019 5Essentials Data (Average Implementation 41) ● PBIS agendas focused on attendance ● PLC monthly agendas posted to Haiku ● Director of Literacy and Director of Math met with grade level PLCs ● 2018-2019 Attendance Data 		

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Goal #5: Academic Progress					
SIP Goal #5a: <i>ELA (Reading)</i> SMART Goal:					
By the end of the 2018-2019 school year, Dundee Highlands Elementary School student performance will increase by 10% overall in the area of ELA Reading on the PARCC assessment as compared to 42% of student meeting or exceeding standards on the 2015-2016 PARCC assessment building wide. In the 2016-17 school year, this increase will be at least 3% (45%); in the 2017-18 school year, this increase will be an additional 3% (48%); and finally, in the 2018-19 school year, this increase will be at least 4% (52%) - for an overall growth of at least 10% by the end of this three year period (52% meeting or exceeding standards).					
Target Group or Sub-Group:					
<p>Low Income: This subgroup will reach 52% ELA proficiency in 2018-2019 as compared to 22% proficiency in 2015-2016 (increase 30%). 2018 PARCC data shows that 33% of students met the standards. 19% growth is necessary to meet the goal of 52% proficiency on 2019 PARCC.</p> <p>IEP: This subgroup will reach 52% ELA proficiency in 2018-2019 as compared to 31 % proficiency in 2015-2016 (increase 21%). 2018 PARCC data shows that 17% of students met the standards. 35% growth is necessary to meet the goal of 52% proficiency on 2019 PARCC.</p> <p>LEP: This subgroup will reach 52% ELA proficiency in 2018-2019 as compared to 12% proficiency in 2015-2016 (increase 40%). 2018 PARCC data shows that 14% of students met the standards. 38% growth is necessary to meet the goal of 52% proficiency on 2019 PARCC.</p> <p>Hispanic: This subgroup will reach 52% ELA proficiency in 2018-2019 as compared to 22% proficiency in 2015-2016 (increase 30%). 2018 PARCC data shows that 40% of students met the standards. 12% growth is necessary to meet the goal of 52% proficiency on 2019 PARCC.</p> <p>Black: NA</p>					
Rationale/Research: (Wiseways or other)					
<p><i>ELA data on both PARCC and i-Ready identifies a need for continuous improvement. While the students at Dundee Highlands Elementary School demonstrate a level of proficiency higher than the district average, there is still significant room for improvement.</i></p> <p><i>Instructional teams use student learning data to identify students in need of instructional support or enhancement (Wiseways 1061)</i></p>					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
Teachers will be provided with training and resources to implement the ELA curriculum frameworks with fidelity and focus on student mastery of priority standards. In addition, the principal and the District Literacy Department will meet with grade level PLCs once a semester to discuss best practices in ELA with a focus on high yield instructional strategies (Drive 300).	Ongoing	Principal, Director of Literacy, Literacy Teacher	School, District	None	None
Each grade level will meet as a PLC once a month that will focus on ELA instruction and priority standards. Teachers will keep a current agenda that focuses on the 3 Big Ideas of a PLC. Flexible grouping will be used and student groups will be determined as a result of common formative assessments. Instruction within flexible groups	Ongoing	Principal, Teachers, Literacy Teacher	None	\$5,737.20	Building Budget

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will be focused on using high yield strategies for reteaching and enrichment. Teachers will also update their classroom Haiku page each week so that students and parents are able to access current learning targets and skills.					
Implementation of reading intervention by school literacy teacher to impact the growth of the lowest tier students. The quantity of students that require intervention exceed the amount the literacy teacher can provide. This will require classroom teachers to differentiate classroom core instruction and interventions.	September 2017 (ongoing)	Principal, Literacy Teacher, Classroom Teacher	None	None	None
Teachers that have EL students in their classrooms will receive professional development through ESL language coach or Central Office. Language coach will join PLC teams, coach, model, co--teach on Wednesdays.	Ongoing	EL Teacher, EL Coach	District	None	None
EL teacher will implement with fidelity best practices strategies of TPR, Lotta Lara, or El Dictado. EL teacher will support general education teachers to carry implementation into their classrooms.	Ongoing	EL Teacher	District	None	None
The building administration will work with the District 300 Department of Assessment and Accountability to identify the lowest quartile of students on the 2018 ELA PARCC Assessment. The students will be provided appropriate interventions through i-Ready online instruction, individualized classroom support, and/or additional services through building interventionists/reading specialists/special education. The Data Review Teams will monitor the growth of the students using i-Ready diagnostic tools and track the students' success on the 2019 ELA IAR Assessment.	Ongoing	Principal, Classroom Teachers, Support Staff	None	None	None
Resource teacher will meet with Literacy Teacher for coaching opportunities once a month to implement high yield strategies (Drive 300). Through our routine coaching with the Literacy teacher, Ed. Services teachers will to develop strategies to support students with instructional practices	Ongoing	Principal, Resource Teachers, Literacy Teacher	School	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
IAR data will be analyzed at the end of the 2018-2019 school year; Data Review Meetings and Data Dashboards; PLC Grade Level Haiku Agendas					
Target Group	Baseline Data	Benchmark 1	Benchmark 2 (PARCC Assessment)	Benchmark 3 (PARCC Assessment)	

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	(PARCC Assessment 2015/2016)	(PARCC Assessment 2016/2017)	2017/2018; currently at 51% of students meeting)	2018/2019)
Schoolwide	42% proficient	45% proficient	48% proficient	52% proficient
Low Income	22% proficient	32% proficient	42% proficient	52% proficient
IEP	31% proficient	38% proficient	45% proficient	52% proficient
LEP	12% proficient	25% proficient	38% proficient	52% proficient
Hispanic	29% proficient	32% proficient	42% proficient	52% proficient
Black	NA	NA	NA	NA

Goal #5: Academic Progress

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

By the end of the 2018-2019 school year, Dundee Highlands Elementary School student writing performance will increase by 10% of the possible 60 points (6 point growth) in the average writing scale score on the PARCC assessment. In the 2015-16 school year, the Dundee Highlands Elementary School average writing scale score was 32.9 points. 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 38.9 writing scale score on the 18-19 PARCC assessment).

Target Group or Sub-Group:

Low Income: This subgroup will reach 38.9 points as an average writing scale score on the PARCC Assessment in the 2018-2019 as compared to 29.5 proficiency points.

2018 PARCC data shows a writing score of 29.7 points. Growth of 9.2 points is necessary to meet the goal of 38.9 proficiency on 2019 PARCC.

IEP: This subgroup will reach 38.9 points as an average writing scale score on the PARCC Assessment in the 2018-2019 as compared to 30.6 proficiency points.

2018 PARCC data shows a writing score of 24.9 points. Growth of 14 points is necessary to meet the goal of 38.9 proficiency on 2019 PARCC.

LEP: This subgroup will reach 38.9 points as an average writing scale score on the PARCC Assessment in the 2018-2019 as compared to 25.4 proficiency points.

2018 PARCC data shows a writing score of 22.9 points. Growth of 16 points is necessary to meet the goal of 38.9 proficiency on 2019 PARCC.

Hispanic: This subgroup will reach 38.9 points as an average writing scale score on the PARCC Assessment in the 2018-2019 as compared to 29.8 proficiency points.

2018 PARCC data shows a writing score of 30.6 points. Growth of 8.3 points is necessary to meet the goal of 38.9 proficiency on 2019 PARCC.

Black: NA

Rationale/Research: (Wiseways or other)

Instructional teams use student learning data to identify students in need of instructional support or enhancement (Wiseways 1061)

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Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
Teachers will provide digital feedback to students to encourage the 1:1 deployment and introduce a high yield instructional strategy.	Ongoing	Principal, Teachers, DLC	School	None	None
Teachers will provide constructive feedback using digital tools such as Google docs to encourage the 1:1 deployment and introduce a high yield instructional strategy. Digital feedback will be specific and timely focused on student growth and improvement.	Ongoing	Classroom Teachers	District	None	None
Students in grades 1-5 will complete 2 writing process pieces in each ELA unit throughout the 2018-2019 school year. Instructional focus will be on improvement of the writing process as measured by district common writing rubrics.	Ongoing	Classroom Teachers	District	None	None
EL teacher will provide targeted interventions and pre-teaching activities for EL students using the Wonders EL Program. Teachers that have EL students in their classrooms will receive professional development through ESL language coach or Central Office. Language coach will join PLC teams, coach, model, co-teach on Wednesdays EL teacher will implement with fidelity best practices strategies of TPR, Lotta Lara, or El Dictado. EL teacher will support general education teachers to carry implementation into their classrooms.	Ongoing	EL Teacher	None	None	None

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

IAR data will be analyzed at the end of the 2018-2019 school year; Hapara Data on digital feedback

Target Group	Baseline Data (PARCC Assessment 2015/2016)	Benchmark 1 (PARCC Assessment 2016/2017)	Benchmark 2 (PARCC Assessment 2017/2018; Currently at 33.7 points)	Benchmark 3 (PARCC Assessment 2018/2019)
Schoolwide	32.9 points	34.9 points	36.9 points	38.9 points
Low Income	29.5 points	32.6 points	35.7 points	38.9 points
IEP	30.6 points	33.6 points	36.1 points	38.9 points
LEP	25.4 points	29.9 points	34.4 points	38.9 points
Hispanic	29.8 points	32.8 points	35.8 points	38.9 points

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Black	NA	NA	NA	NA
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Goal #5: Academic Progress					
SIP Goal #5c: Mathematics SMART Goal:					
By the end of the 2018-2019 school year, Dundee Highlands Elementary School student performance will increase by 10% overall in the area of Math on the PARCC assessment as compared to 47% of student meeting or exceeding standards on the 2015-2016 PARCC assessment building wide. In the 2016-17 school year, this increase will be at least 3% (50%); in the 2017-18 school year, this increase will be an additional 3% (53%); and finally, in the 2018-19 school year, this increase will be at least 4% (57%) - for an overall growth of at least 10% by the end of this three year period (57% meeting or exceeding standards).					
Target Group or Sub-Group:					
<p>Low Income: This subgroup will reach 57% Math proficiency in 2018-2019 as compared to 26% proficiency in 2015-2016 (increase 31%). 2018 PARCC data shows 29% of students met standards. 28% growth is necessary to meet the goal of 57% proficiency on 2019 PARCC.</p> <p>IEP: This subgroup will reach 57% Math proficiency in 2018-2019 as compared to 50% proficiency in 2015-2016 (increase 7%). 2018 PARCC data shows 22% of students met standards. 35% growth is necessary to meet the goal of 57% proficiency on 2019 PARCC.</p> <p>LEP: This subgroup will reach 57% Math proficiency in 2018-2019 as compared to 18% proficiency in 2015-2016 (increase 39%). 2018 PARCC data shows that 10% of student met standards. 47% growth is necessary to meet the goal of 57% proficiency on 2019 PARCC.</p> <p>Hispanic: This subgroup will reach 57% Math proficiency in 2018-2019 as compared to 20% proficiency in 2015-2016 (increase 37%). 2018 PARCC data shows that 36% of students met the standards. 21% growth is necessary to meet the goal of 57% proficiency on 2019 PARCC.</p> <p>Black: NA</p>					
Rationale/Research: (Wiseways or other)					
<i>Math data on both PARCC and i-ready identifies a need for continuous improvement. While the students of Dundee Highlands Elementary School have a level of proficiency higher than that of the district average, more than half the students are not meeting or exceeding grade level standards. Instructional teams use student learning data to identify students in need of instructional support or enhancement (Wiseways 1061)</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:
The principal and the District Math Department will work together to design monthly PD, that will take place during scheduled Faculty Workshops, focusing on inquiry-based math instruction and high yield instructional strategies (Drive 300)..	Ongoing	Principal, Director of Math, Math Coaches	School	\$500	Building Budget
Grade Level PLC's will meet once a month to discuss the Math Priority standards, create common formative assessments, and use flexible grouping to provide re-teaching and enrichment opportunities that are differentiated to meet the individual needs of students using Drive 300 high-yield strategies.	Ongoing	Principal, Teachers	School	\$5,737.20	Building Budget

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All teachers will follow the D300 math framework with fidelity. Classroom teachers will utilize manipulatives consistently to support instruction. Teachers will move students through the progression of concrete to representational to abstract. Students will be provided the ability to utilize concrete and representational methods based on their level of conceptual understanding.	Ongoing	Teachers, Math Interventionist	School, District	None	None
Staff will be provided with coaching opportunities and resources to increase their capacity to utilize math manipulatives, explicitly teach academic vocabulary using a math word wall or flip charts, and implement Math Talk in their instruction. PLCs will meet with the math coach prior to teaching each unit of instruction to problem solve on incorporating best practice instructional strategies into each unit.	Ongoing	Principal, Classroom Teachers, Math Interventionist, Math Coach	School, District	None	None
The lowest 10% of students in each grade level, including identified EL students, will participate in an after school program to close the gap between current levels of performance and expected grade level mastery in the area of math. Instructional focus will be on Number Sense and Algebra and Algebraic Reasoning.	October 2017	Principal, Classroom Teachers	None	\$6000	None
The Math Interventionist will provide students with small group instruction based on iReady benchmark data in Number Sense and Algebra and Algebraic Thinking .	Ongoing	Teachers, Math Interventionist	None	None	None
The building administration will work with the District #300 Department of Assessment and Accountability to identify the lowest quartile of students on the 2018 Math PARCC Assessment. The students will be provided appropriate interventions through i-Ready online instruction, individualized classroom support, and/or additional services through building interventionists/special education. The Data Review Teams will monitor the growth of the students using i-Ready diagnostic tools and track the students' success on the 2019 Math IAR Assessment.	Ongoing	Principal, Classroom Teachers, Support Staff	None	None	None
Ongoing, targeted support for Math curriculum and instruction will be provided by district math coaches to special education staff in order to enhance strategies to increase student outcomes.	Ongoing	Principal, Math Coaches, Resource Teachers	District	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Data Review Meetings and Data Dashboards; Faculty Workshop Agendas; Analysis of math unit assessment data; IAR data will be analyzed at the end of the 2018-2019 school year					

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Target Group	Baseline Data (PARCC Assessment 2015/2016)	Benchmark 1 (PARCC Assessment 2016/2017)	Benchmark 2 (PARCC Assessment 2017/2018; Currently at 45% of students meeting)	Benchmark 3 (PARCC Assessment 2018/2019)
Schoolwide	47% proficient	50% proficient	53% proficient	57% proficient
Low Income	27% proficient	36% proficient	46% proficient	57% proficient
IEP	50% proficient	52% proficient	54% proficient	57% proficient
LEP	19% proficient	31% proficient	44% proficient	57% proficient
Hispanic	21% proficient	32% proficient	44% proficient	57% proficient
Black	NA	NA	NA	NA

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Goal #5: Academic Progress					
SIP Goal #5d: Science SMART Goal:					
By the end of the 2018-19 school year, Dundee Highlands 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. 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 Sub-Group:					
Low Income: This subgroup will reach 81% Science proficiency in 2018-2019 as compared to 52% proficiency in 2015-2016 (increase 29%). IEP: This subgroup will reach 81% Science proficiency in 2018-2019 as compared to 43% proficiency in 2015-2016 (increase 38%). LEP: n/a Hispanic: This subgroup will reach 81% Science proficiency in 2018-2019 as compared to 56% proficiency in 2015-2016 (increase 25%). Black: n/a					
Rationale/Research: (Wiseways or other)					
<i>The need for high-quality science education-beginning at the very earliest grades-is more essential now than ever before. Students need the kind of preparation that not only supports their learning now, but also gives them the tools and skills necessary to succeed in a rapidly and continuously changing world. -Illinois State Board of Education</i> <i>Instructional teams use student learning data to identify students in need of instructional support or enhancement (Wise ways 1061)</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:
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	Principal, Teachers	District	None	None
Teachers use the D300-created Haiku pages to support instruction utilizing the Discovery Ed resources.	Ongoing	Principals, Teachers	District	None	None
Classroom instruction will demonstrate alignment with NGSS through the incorporation of Science and Engineering Practices (SEP) that align with the topics of instruction.	Ongoing	Principals, Teachers	District	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Principal will conduct walk-throughs and observations for accountability purposes; Illinois Science Assessment data will be analyzed when received, PLC discussions					

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Target Group	Baseline Data ISA Assessment 2015- 2016	Benchmark 1 ISA Assessment 2016- 2017	Benchmark 2 ISA Assessment 2017-2018; Currently at 56% meeting	Benchmark 3 ISA Assessment 2018-2019
Schoolwide	71%	74%	77%	81% proficient
Low Income	52%	62%	72%	81% proficient
IEP	43%	56%	69%	81% proficient
Hispanic	56%	64%	72%	81% proficient
LEP	NA	NA	NA	NA
Black	NA	NA	NA	NA