

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



School Name	Golfview Elementary School
Principal Name	Pamela Carlos
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	Heidi Czysz, Assistant Principal Maruxa Brana, DL Kindergarten Manuela Amaro, DL 1st Grade Noelia Marshall, 2nd Grade Courtney Kuzynowski, 3rd Grade Kristin Basso, 4th Grade Bonnie Weglarz, 5th Grade Andrea Brockway, SPED Rebecca Hendriksen, Interventionist
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					
Golfview Elementary School will demonstrate improvement in the area of “Collaborative Teachers” by Increasing from less implementation at “29” to average implementation “40” as measured by the 2018-2019 IL 5Essentials Survey.”					
Target Group or Subgroup:					
Grade Level Professional Learning Communities (Pre-K, Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, and Special Education)					
Rationale/Research: (Wiseways or other)					
<p>Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (Wise Ways Indicator #1171)</p> <p>Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (Wise Ways Indicator #1173)</p> <p>Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (Wise Ways Indicator #1045)</p> <p>All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (Wise Ways Indicator #1063)</p> <p>Units of instruction include specific learning activities aligned to objectives. (Wise Ways Indicator #1083)</p> <p>Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator #1061)</p>					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
Teachers will observe other teachers’ classroom at least three times throughout the school year to improve their own instruction based on the focus areas identified through the instructional review process, Drive 300, and SIP goals.	Ongoing through May 2019	Administrative Team, SIP team, Coaches	Building	\$2000	Building
Grade Level Professional Learning Communities will utilize the data from ATI assessments and a common data protocol to make instructional decisions for each unit of instruction as well as provide reteaching and enrichment opportunities for students in order to meet the needs of all students in the grade level during WIN Time.	Ongoing through May 2019	Administrative Team, SIP team, Coaches and Interventionists	Building	0	N/A
During a Staff Meeting and/or Early Release, staff will rate themselves and the school on their levels of collective responsibility and school commitment. Collectively the staff will come up with common definitions and practices happening within the school that will increase the staff’s collective responsibility and school commitment.	December 2018	Administrative Team, SIP team	Building	0	N/A
Grade Level Professional Learning Communities will meet for at least 30 minutes per week and invite Reading, Math, Dual Language Coaches, or administration at least once a month to plan instructional strategies that support student sub groups based on ATI assessment data.	Ongoing through May 2019	Administrative Team, SIP team, Coaches	Building	0	N/A

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Monitoring Plan: How will you monitor the effectiveness of your strategy/action?			
Professional Learning Community Team Minutes, change in teacher practice as observed through informal walk-throughs and observations, Grade level SMART Goals, data protocols, summative data from i-Ready, Istation, PARCC, etc.			
Baseline Data	Benchmark 1 2017	Benchmark 2 2018	Benchmark 3 2019
5Essentials 2015 Rating of "Less Implementation" in "Collaborative Teachers" Score of 34	5Essentials 2017 "Less Implementation" in "Collaborative Teachers" Score of 26 or higher	5Essentials 2018 "Less Implementation" in "Collaborative Teachers" Score of 29 or higher	5Essentials 2019 "Average Implementation" in "Collaborative Teachers" Score of 40 or higher

District Goal #2: Engage Family and Community					
SIP Goal #2: SMART Goal					
Golfview Elementary School will demonstrate improvement in the area of "Involved Families" by increasing from Less Implementation which was "30" to Average Implementation which is "40" as measured by the 2018-19 Illinois 5Essentials Survey.					
Target Group or Subgroup:					
All students and families (PreK- 5th Grade)					
Rationale/Research: (Wiseways or other)					
School Leadership and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning. (Wise Ways #2341) The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (Wise Ways Indicator #1115) The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (Wise Ways Indicator #1155) The principal offers frequent opportunities for stakeholders to voice constructive critique of the school's progress and suggestions for improvement. (Wise Ways Indicator #1034) All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students. (Wise Ways Indicator #2353)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
Family School Liaison will keep parents informed on community events through each school's monthly newsletter and weekly Virtual Backpacks.	May 2019	Family School Liaison and Administration	None	0	N/A

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Title I Family School Liaisons will work together to plan a minimum of 3 activities for all Title I buildings for the 2018-2019 school year based on the 2017-2018 parent survey.	May 2019	Family School Liaison and Title I Office	None	TBD	Title I
Golfview will host at least two Instructional nights for Golfview Families with a focus on Literacy, Math and Science/STEM.	May 2019	Administration, Family School Liaison, Literacy Teacher, and Interventionists	None	\$2000	Title 1 Budget
Our Family School Liaison will facilitate monthly meetings with the Golfview Parent Advisory Committee (G-PAC) that focus on strengthening parents' capacity to assist their children at home in the areas of literacy, numeracy, computer skills, and parenting skills.	May 2019	Administration and Family School Liaison	None	\$500	Title 1 Budget
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Parent survey Parent Sign-in sheets Agendas from school and district Parent Nights Annual activity calendar					
Baseline Data	Benchmark 1	Benchmark 2	Benchmark 3 (Define date)		
5 Essentials 2015 "Least Implementation" in "Involved Families" Score of 26	5Essentials 2017 "Least Implementation" in "Involved Families" Score of 24	5Essentials 2018 "Less Implementation" in "Involved Families" Score of 30	5Essentials 2019 "Average implementation" in "Involved Families" Score of 40 or higher		

District Goal #3: Equitable and Efficient Use of Resources
SIP Goal #3: SMART Goal
Golfview Elementary School will move from average implementation at "43" to more implementation at "70" in the area of "Teacher Influence" as measured by the 2018-2019 5 Essentials Survey.
Target Group or Subgroup:
Teachers and stakeholder groups
Rationale/Research: (Wiseways or other)
All teams have written statements of purpose and guidelines for their operation. (Wise Ways Indicator #1013) School Leadership identifies and allocates/re-allocates resources needed for Learning Supports' implementation. (Wise Ways Indicator # 2344) The principal offers frequent opportunities for stakeholders to voice constructive critique of the school's progress and suggestions for improvement. (Wise Ways Indicator # 1034)

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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:
Grade levels will plan two educational based field trips that are aligned to the Common Core State Standards and are designed to enhance students' learning experiences.	Ongoing May 2019	Admin Team and Classroom Teachers	District	TBD	Title I
Principal will provide at least two formal opportunities for teachers to provide feedback and input into the school's progress towards growth and offer suggestions for improvement.	May 2019	Admin Team	School	TBD	Building
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Staff meeting agendas, staff feedback results regarding budget development, staff survey results regarding in-service programs, staff feedback results regarding behavior and discipline plan for the school.					
Baseline Data	Benchmark 1 2017	Benchmark 2 2018	Benchmark 3 2019		
5 Essentials Survey 2015 "Less Implementation" in "Teacher Influence" Score of 27	5 Essentials Survey 2017 "Average Implementation" in "Teacher Influence" Score of 38	5Essentials Survey 2018 "More Implementation" in "Teacher Influence" Score of 43	5 Essentials Survey 2019 "More Implementation" in "Teacher Influence" Score of 70 or higher		

District Goal #4: Develop the Whole Child					
SIP Goal #4: SMART Goal					
Golfview Elementary will move from least implementation at "11" to average implementation at "50" in the area of collective responsibility.					
Target Group or Subgroup:					
All Students (Preventative as Tier I) Students identified by the DESSA and teachers for Tier II/III support					
Rationale/Research: (Wiseways or other)					
The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students. (Wise Ways #2351) The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (Wise Ways #2348) The school culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (Wise Ways #2352) All school personnel actively model and foster a positive school environment where students feel valued and are challenged to be engaged and grow cognitively. (Wise Ways #2346)					
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:

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The Devereux Student Strengths Assessment (DESSA) will be administered to identify students who need Tier II interventions for social emotional support.	May 2019	PBIS Tier I Coach, PBIS Tier II Coach and Social Worker	None	0	N/A
Classroom teachers will incorporate Second Step daily as well as restorative practices within the classroom in order to monitor social emotional learning and provide Tier I supports to allow students to be successful within the classroom in order to maximize instructional time.	May 2019	Administration, Classroom teachers, Tier I and Tier II coach, and Social Worker	School	\$500	Building
The Assistant Principal and Registrar will create an attendance committee that includes teachers to meet monthly in order to monitor student attendance and implement interventions for students at risk of being chronically truant.	May 2019	Assistant Principal, Registrar, Teachers	School	\$500	Building
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
DESSA results, referrals to the office, School-Wide PBIS Tiered Fidelity Inventory, and attendance records.					
Baseline Data	Benchmark 1 2017	Benchmark 2 2018	Benchmark 3 2019		
5 Essentials Survey 2015 Implementation Score of 24	5 Essentials Survey 2017 Implementation Score of 14	5 Essentials Survey 2018 Implementation Score of 11	5 Essentials Survey 2019 Average Implementation Score of 50 or higher		

Goal #5: Academic Progress
SIP Goal #5a: ELA (Reading) SMART Goal:
Golfview Elementary School will increase the percentage of students meeting or exceeding on the PARCC ELA assessment in all subgroups from 10% in 2016-2017 towards the District average of 33% by 2019. In the 2016-17 school year, 10% of students were proficient. In the 2017-18 school year, this increase will be 13% (23%) and in the 2018-2019 school year, this increase will be at least 10% for an overall growth of at least 33% by the end of the year period.
Target Group or Subgroup:
IEP: N/A (2016) to 0% (2017) to 0% (2018) to 33%(2019) LEP: 4 % (2016) to 3% (2017) to 7 % (2018) to 33% (2019) Hispanic: 15 % (2016) to 11% (2017) to 14% (2018) to 33% (2019) Low Income: 13% (2016) to 10% (2017) to 15% (2018) to 33% (2019)
Rationale/Research: (Wiseways or other)

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Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways #1061) Instructional Teams use student learning data to plan instruction. (Wise Ways #1060) Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (Wise Ways #1057) Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (Wise Ways #1062)					
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:
Students will set goals and track their learning using student-managed data collection tools.	December 2018	SIP Leadership Team and grade levels	School	0	N/A
Grade level Professional Learning Communities with the support of the literacy & dual language coaches will utilize a data protocol to analyze formative assessment data to make small group instructional decisions for all subgroups in Literacy.	Ongoing through May 2019	Instructional Coach, Dual Language Coach, Interventionists, and classroom teachers	School	0	N/A
Teachers will implement and support "WIN Time," giving priority to lowest performing students by subgroup. Teachers in grades K-2 will implement targeted phonics instruction using Wonderworks while teachers in grade 3-5 will implement targeted comprehension instruction.	Ongoing through May 2019	Building Leadership, Instructional Coach, Dual Language Coach, Interventionists, and classroom teachers	School	0	N/A
Grade level Professional Learning Communities will use formative and summative data and the support of the Literacy or Dual Language coach to plan for independent literacy centers to fill gaps of the skills students are struggling with.	Ongoing through May 2019	Instructional Coach, Dual Language Coach, and Classroom Teacher	School	0	N/A
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 through May 2019	Instructional Coach, Dual Language Coach, Director of Literacy, and Admin Team	School and District	\$2000	Title and Building
Teachers will receive on-going professional development and implement research-based instructional strategies through the D300 Drive	Ongoing through May 2019	Instructional Coach, Dual Language Coach, Director of Literacy, and Admin Team	School and District	0	N/A

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Dual Language teachers will receive on-going professional development and implement research-based high yield dual language teaching strategies with a focus on Total Physical Response, Bridging Vocabulary and Extension Learning Time.	Ongoing through May 2019	Instructional Coach, Dual Language Coach, Director of Literacy, Coordinator of EL Services, and Admin Team	School and District	TBD	District/Title
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Grade level Professional Learning Communities meeting agendas and minutes, informal walk-throughs, formal observations, student data binders, i-Ready data, I Station data, PARCC data, Wonders/Maravillas Assessments, and common formative assessment data.					
Baseline Data	Benchmark 1 2016-2017	Benchmark 2 2017-2018	Benchmark 3 2018-2019		
PARCC 2016 15% meeting and exceeding	PARCC 2017 11% meeting and exceeding	PARCC 2018 16% meeting and exceeding	PARCC 2019 33% meeting and exceeding		

Goal #5: Academic Progress					
SIP Goal #5a: ELA (Writing) SMART Goal:					
Golfview Elementary School will increase the percentage of students meeting or exceeding on the PARCC writing assessment in all subgroups from 18% in 2016 to the District average of 29% by 2019. In the 2016-17 school year, the increase was 1% to 19% meeting & exceeding. In the 2017-18 school year, this increase will be an additional 4%: and finally, in the 2018-19 school year, this increase will be at least 6% for an overall growth of at least 11% by the end of this three year period.					
Target Group or Subgroup:					
IEP: 18.9% (2016) to 16% (2017) to 15.8% (2018) to 29% (2019) LEP: 24.6% (2016) to 20.8% (2017) to 23.1% (2018) to 29% (2019) Hispanic: 26.7% (2016) to 24.3 % (2017) to 24.3% (2018) to 29% (2019) Low Income: 26.5% (2016) to 24.3% (2017) to 25.7% (2018) to 29% (2019)					
Rationale/Research: (Wiseways or other)					
Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways #1061) Instructional Teams use student learning data to plan instruction. (Wise Ways #1060) Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (Wise Ways #1057) Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (Wise Ways #1062)					
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:

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Teacher will receive professional development on a common writing framework that will be utilized in written response to text and short response content areas, including regular use in reading small group instruction.	Ongoing through May 2019	Administration, Instructional Coach, Teachers, and Director of Literacy	School	0	N/A
Teachers will provide students digital feedback on students' writing in Google Docs.	January 2019	Administration, Instructional Coach, Teachers, and Director of Literacy	School	0	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Grade level Professional Learning Communities meeting agendas and minutes, informal walk-throughs, formal observations, student work, teacher feedback to students, Hapara Monitoring tool, scoring writing during PLCs, etc.					
Baseline Data	Benchmark 1 (2016-2017)	Benchmark 2 (2017-2018)	Benchmark 3 2018-2019		
PARCC 2016 26.6% meeting or exceeding	PARCC 2017 24.4% meeting and exceeding	PARCC 2018 26% meeting and exceeding	PARCC 2019 28.8% meeting and exceeding		

Goal #5: Academic Progress
SIP Goal #5c: Mathematics SMART Goal:
Golfview Elementary School will increase the percentage of students meeting or exceeding on the PARCC Mathematics assessment in all subgroups from 11% in 2016-2017 to the District average of 38% by 2019. In the 2016-2017 school year, 11% of students were meeting or exceeding standards; 2017-18 school year, this increase will be an additional 17%; in the 2018-19 school year, this increase will be an additional 10%, for an overall growth of at least 27% by the end of the three year period.
Target Group or Subgroup:
IEP: N/A (2016) to 3% (2017) to 8%(2018) to 38% (2019) LEP: 4% (2016) to 3% (2017) to 7% (2018) to 38 % (2019) Hispanic: 15% (2016) to 11% (2017) to 14%(2018) to 38% (2019) Low Income: 13%(2016) to 10%(2017) to 15% (2018) to 38% (2019)
Rationale/Research: (Wiseways or other)
Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways #1061) Instructional Teams use student learning data to plan instruction. (Wise Ways #1060) Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (Wise Ways #1057)

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Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (Wise Ways #1062)					
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 & interventionist with the support of the math coach will receive professional development to implement research-based high yield strategies including the intentional use of math manipulatives, problem based learning, number talks & numberless word problems.	Ongoing through 2019	Classroom Teachers, Math Interventionist, and Math Coach	None	TBD	Building
Students will set goals and track their learning using student-managed data collection tools.	December 2018	SIP Team and Classroom Teachers	Building	0	N/A
Grade level Professional Learning Communities with the support of the math coach will utilize a data protocol to analyze formative assessment data to make instructional grouping decisions for all subgroups.	Ongoing through 2019	Classroom Teachers and Math Coach		0	N/A
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 through 2019	Special Education Teachers and Math Coach		TBD	SPED Dept
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Observations, Data binders, Professional Learning Communities reporting form, informal walk-throughs, formal observations, i-Ready data, ATI assessment data, and PARCC data.					

Baseline Data	Benchmark 1 2016-2017	Benchmark 2 2017-2018	Benchmark 3 2018-2019
PARCC 2016 19% Meeting and Exceeding	PARCC 2017 17% Meeting and Exceeding	PARCC 2018 18% Meeting and Exceeding	PARCC 2019 38% Meeting and Exceeding

Goal #5: Academic Progress
SIP Goal #5c: <i>Science</i> SMART Goal:

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By the end of 2018-2019 school year, Golfview Elementary School student performance will increase by 10% overall on the Illinois Science Assessment (ISA), as compared to baseline data obtained from the 2015-2016 Illinois Science Assessment. In the 2016-2017 school year, this increase will be at least 3%; in the 2017-2018 school year this increase will be an additional 3%; and finally in the 2018-2019 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:					
5th Grade					
Rationale/Research: (Wiseways or other)					
Units of Instruction will include specific learning activities aligned to objectives. (Wise Ways #1083) Instructional Teams use student learning data to plan instruction. (Wise Ways #1060)					
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:
District Director of Science will provide professional development on the instruction of the Next Generation Science Standards and Discovery Learning to all K - 5 teachers.	Ongoing - May 2019	D300 Science Director & Principal	District	TBD	N/A
Teachers will implement the D300 elementary science curriculum following the approved pacing guides and utilizing the provided Haiku pages and Discovery Education resources.	Ongoing - May 2019	D300 Science Director & Principal	District and School	TBD	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Observations, Professional Learning Communities discussions/minutes, informal walk-throughs, etc.					

Baseline Data	Benchmark 1 2016-2017	Benchmark 2 2017-2018	Benchmark 3 2018-2019
	43% Proficient	46% Proficient	49% Proficient