

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



School Name	Hampshire High School 1600 Big Timber Rd. Hampshire, IL. 60140 (847)792-3500
Principal Name	Brett Bending
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	Brett Bending-Principal, Jeff Ehardt -Associate Principal of Operations/Parent, Nate Danielson-Associate Principal of Curriculum and Instruction, Lisa van Wageningen- Education Services Specialist, Geoff Falk- Social Studies Division Chair, Christina Fain-English Division Chair, Kari Waller- Math Division Chair, Brian Lundeen- Science Division Chair, Laurie Ybarra- Teacher, Nick Gierman- Teacher, Emalie Barber- Teacher, Britany Goodman- Teacher, Jennifer Coleman- Teacher, Kate Sheehan- Counselor, Janet Rios- Para-professional, Karen Bryson-Principal’s Secretary/Parent, Kirk Schoureck, Teacher, Michele Meyer- Para Educator, Steve Burmaster-Dean of Students
Cabinet Member Signature and Date	
Superintendent Signature and Date	
Board President Signature and Date	

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<b>District Goal #1: Develop Great Teachers and Leaders</b>					
SIP Goal #1: SMART Goal					
By the end of the 2018-19 school year, Hampshire High School will demonstrate improvement in the area of Instructional Leadership from an average of 48% positive feedback to 51% positive feedback as measured by the 2018-19 Illinois 5 Essentials Survey.					
Target Group or Subgroup:					
Classroom Teachers					
Rationale/Research: (Wiseways or other)					
The District 300 High School average for Instructional Leadership was 44% as measured by 5 Essentials Survey in 2017. HHS had an average of 48% which exceeded the district average. We are aiming to improve by 3% (51%) to show continued growth as instructional leaders.					
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:
All HHS Admins will be conducting weekly Reflective Practice visits by department.	Ongoing	Bending, Danielson	School	None	
Building wide WICOR (AVID) strategies focusing on Reading will be presented during Early Release Professional Development Opportunities.	March 15, 2019	Danielson	School	None	
HHS will implement instructional rounding to facilitate discussion of SIP aligned instructional strategies.	Feb. 15, 2019	Danielson, Bending	School	None	
Reflective Practice visits will be discussed to ensure completion and guide instructional feedback and professional development for staff.	Each Friday until 5/18/19	HHS Admin	School	None	
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Each week at our Building Leadership Team meetings, administrators will share which teachers that they have given reflective practice feedback forms to and had conferences with. The Associate Principal of Curriculum and Instruction will facilitate and collect data on building level Instructional Rounding. The instructional focus will be student engagement.					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
5/25/17  2017 5 Essentials Survey Data: 48% Positive feedback	May 2018  <b>61% (More implementation)</b>	N/A	May 2019		



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<b>District Goal #2: Engage Family and Community</b>					
SIP Goal #2: SMART Goal					
By the end of the 2018-19 school year, Hampshire High School will demonstrate improvement in Involved Families from 56% positive feedback to 59% positive feedback as measured by the 2018-19 Illinois 5 Essentials Survey.					
Target Group or Subgroup:					
HHS Parents					
Rationale/Research: (Wiseways or other)					
The District 300 High School average for Involved Families was 49% as measured by 5 Essentials Survey in 2017. HHS had an average of 56% which exceeded the district average. We are aiming to improve by 3% (59%) to show continued growth in involved families.					
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:
Increase number of parent survey takers from the 2017 to 2018 5E's	January 15, 2019	Bending, Ehardt	None		
Increase the number of Parent/Teacher conferences from 2018 to 2019.	Nov. 21, 2018	Ehardt, Danielson	N/A		
HHS Admin will share the results of the 2017-18 5 Essentials survey "Involved Families" data with staff and ask for feedback to strengthen "Teacher-Parent Trust".	Dec. 1, 2018	Admin	School		
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Weekly Principal's Cabinet meetings.					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
2017 5 Essentials Survey: 56% positive feedback	May 2018 <b>71% (More Implementation)</b>	N/A	May 2019		

<b>District Goal #3: Equitable and Efficient Use of Resources</b>	
SIP Goal #3: SMART Goal	
The District 300 High School average for Teacher Influence was 13.5% as measured by 5 Essentials Survey in 2017. HHS had an average of 20% which exceeded the district average. Our goal is to improve by 3% (23%) to show growth in teacher influence.	

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Target Group or Subgroup:					
Classroom teachers					
Rationale/Research: (Wiseways or other)					
When teachers have a strong sense of influence in their school, it creates ownership and a culture conducive to learning.					
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:
Building level reps will participate in the budget and scheduling process.	March 1, 2019	Ehardt, Danielson	School	N/A	
Teachers will be sent a survey to provide input concerning in-service program content.	Nov. 1, 2019	Bending, Ehardt, Danielson	School		
Elective teachers will participate in instructional choices for curriculum, textbooks and materials with their content Directors.	Feb. 15, 2019	Danielson	District		
HHS Admin will share the results of the 2017-18 5 Essentials survey "Teacher Influence" data with staff and ask for feedback to strengthen "Increase number of parent survey takers from the 2017 to 2018 5E's Setting Standards for Student Behavior."	Dec. 1, 2018	Bending, Danielson, Ehardt	School		
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Reflections will be discussed quarterly during Building Team Level meetings.					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
May 25, 2017 20% positive feedback	May 2018 <b>29% (Less implementation)</b> <b>9% improvement</b>	N/A	May 2019		

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<b>District Goal #4: Develop the Whole Child</b>					
SIP Goal #4: SMART Goal					
By the end of the 2018-19 school year, Hampshire High School will demonstrate improvement in Expectations for Post-secondary Education from 56% positive feedback to 59% positive feedback as measured by the 2018-19 Illinois 5 Essentials Survey.					
Target Group or Subgroup:					
Freshmen at risk student population					
Rationale/Research: (Wiseways or other)					
The District 300 High School average for Expectations for Post-secondary Education was 50% as measured by 5 Essentials Survey in 2017. HHS had an average of 56% which exceeded the district average. We are aiming to improve by 3% (59%) to show continued growth in expectations for Post-secondary Education through College and Career Readiness.					
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:
Counselor's Corner Monthly Newsletter to inform staff of current events and planning of Student Services.	Oct. 1, 2018	Danielson, Sheehan	None		
Monthly Division Head updates to staff regarding Student Services Progress.	Nov. 1, 2018	Danielson, Falk, Fain, Waller	School		
Provide college visit opportunity for low income students	May 15, 2019	Danielson, Lis	District		Grant
We will increase the number of students who take AP exams by 3% by the 2018-19 School year.	April 15, 2019	Danielson	None		
We will combat chronic absenteeism by utilizing the Tableau report to identify students. Students will meet with their counselor quarterly to review attendance and freshmen will be paired with a Student Ambassador/NHS student mentor to promote positive attendance.	Oct. 1, 2018	Danielson, Sheehan	None		
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Teaching and Learning team weekly meetings, Counselor weekly staff meeting.					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
May 2017 56% positive Feedback	May 2018 <b>63% (More Implementation)</b>	N/A	May 2019		

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<b>Goal #5: Academic Progress</b>
SIP Goal #5a: <b>ELA (Reading)</b> SMART Goal:
By the end of the 2019-20 school year, HHS student performance will increase by 10% overall in the area of Reading on the SAT assessment, as compared to 69.3%% of HHS students meeting or exceeding standards on the 2016-17 SAT assessment. In the 2017-18 school year, this increase will be at least 3%; in the 2018-19 school year, this increase will be an additional 3%; and finally, in the 2019-20 school year, this increase will be at least 4% - for an overall growth of at least 10% by the end of this three year period.
Target Group or Subgroup:
Low Income: By the end of the 2019-20 school year, HHS School student performance will increase by 24.9% overall in the area of Reading on the SAT assessment, as compared to 54.4% of students meeting or exceeding standards on the 2016-17 SAT assessment. In the 2017-18 school year, this increase will be at least 8.3%; in the 2018-19 school year, this increase will be an additional 8.3%; and finally, in the 2019-20 school year, this increase will also be at least 8.3% - for an overall growth of at least 24.9% by the end of this three year period. The English Division Head will continue to meet with the various PLC teams to identify students who qualify as “low income” who are earning an A or a B in their classes. The English Division Head will meet with those students and contact their respective families to encourage them to take 400 level or AP courses. The English Division Head will also work with the teachers to ensure that teachers are utilizing the StudySync curriculum and skill lessons/assessments. Lastly, the English Division Head will work with the tutoring center coordinators to pull grade reports and call students down for tutoring, support, or instruction as needed. The Social Studies Division Head will meet with the World History team to identify low income students who are earning an A or a B in their World History classes. The Social Studies Division Head will meet with those students and contact their respective families to encourage them to enroll in Honors Economics and Government their Sophomore year.
IEP: By the end of the 2019-20 school year, HHS School student performance will increase by 68.6% overall in the area of Reading on the SAT assessment, as compared to 10.7% of students meeting or exceeding standards on the 2016-17 SAT assessment. In the 2017-18 school year, this increase will be at least 23%; in the 2018-19 school year, this increase will be an additional 23%; and finally, in the 2019-20 school year, this increase will also be at least 23% - for an overall growth of at least 68.6% by the end of this three year period. The English Division Head will collaborate with the resource teachers to ensure teachers are supporting their students in mastering the standards, as outlined by the D300 Curriculum Team. These standards are aligned to the SAT. The English Division Head will collaborate with the Special Education Division Head and teachers to ensure that teachers are utilizing the StudySync curriculum and skill lessons/assessments. Lastly, the English Division Head will work with the tutoring center coordinators to pull grade reports and call students down for tutoring, support, or instruction as needed. The Social Studies Divisional will coordinate with the educational specialists, and the cross categorical teachers to ensure the students are supported in their learning of the SAT skills. When we incorporate resources to help us use question stems that promote SAT style thinking and application to article readings and when we incorporating best practice ideas to teach our students main idea, supporting details, author’s purpose we will focus on finding resources that can be differentiated.
LEP: By the end of the 2019-20 school year, HHS School student performance will increase by 79.3% overall in the area of Reading on the SAT assessment, as compared to 0% of students meeting or exceeding standards on the 2016-17 SAT assessment. In the 2017-18 school year, this

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increase will be at least 26.4%; in the 2018-19 school year, this increase will be an additional 26.4%; and finally, in the 2019-20 school year, this increase will be at least 26.5% - for an overall growth of at least 79.3% by the end of this three year period. The English Division Head will collaborate with the ELL teacher, the District ELL Coordinator, and the ELA Director to ensure our LEP students receive support from both a guided ASP and from the tutoring center in English aligned to the SAT. The English Division Head will ensure that the ELL teacher is utilizing the EL StudySync curriculum and skill lessons/assessments. Lastly, the English Division Head will work with the tutoring center coordinators to pull grade reports and call students down for tutoring, support, or instruction as needed. The Social Studies Divisional will coordinate with the district ELL coordinator, the district social studies director, and the building level ELL teacher to ensure our students are receiving extra support through ASP, and in the classroom with classroom materials. When we incorporate resources to help us use question stems that promote SAT style thinking and application to article readings and when we incorporating best practice ideas to teach our students main idea, supporting details, author's purpose we will focus on finding resources that can be differentiated.

Hispanic: By the end of the 2019-20 school year, HHS School student performance will increase by 22.3% overall in the area of Reading on the SAT assessment, as compared to 57% of students meeting or exceeding standards on the 2016-17 SAT assessment. In the 2017-18 school year, this increase will be at least 7.4%; in the 2018-19 school year, this increase will be an additional 7.4%; and finally, in the 2019-20 school year, this increase will be at least 7.5% - for an overall growth of at least 22.3% by the end of this three year period. The English Division Head will continue to meet with the English PLC teams to identify Hispanic students who are earning an A or a B in their classes. The English Division Head will meet with those students and contact their respective families to encourage them to take 400 level or AP classes. The English Division Head will also work with the teachers to ensure that teachers are utilizing the StudySync curriculum and skill lessons/assessments. Lastly, the English Division Head will work with the tutoring center coordinators to pull grade reports and call students down for tutoring, support, or instruction as needed. The Social Studies Division Head will meet with the World History team to identify Hispanic students who are earning an A or a B in their World History classes. The Social Studies Division Head will meet with those students and contact their respective families to encourage them to enroll in Honors Economics and Government their Sophomore year.

Black: By the end of the 2019-20 school year, HHS School student performance will increase by 22.2% overall in the area of Reading on the SAT assessment, as compared to 57.1% of students meeting or exceeding standards on the 2016-17 SAT assessment. In the 2017-18 school year, this increase will be at least 7.4%; in the 2018-19 school year, this increase will be an additional 7.4%; and finally, in the 2019-20 school year, this increase will also be at least 7.4% - for an overall growth of at least 22.2% by the end of this three year period. The English Division Head will continue to meet with the English PLC teams to identify Black students who are earning an A or a B in their classes. The English Division Head will meet with those students and contact their respective families to encourage them to take 400 level or AP classes. The English Division Head will also work with the teachers to ensure that teachers are utilizing the StudySync curriculum and skill lessons/assessments. Lastly, the English Division Head will work with the tutoring center coordinators to pull grade reports and call students down for tutoring, support, or instruction as needed. The Social Studies Division Head will meet with the World History team to identify African American students who are earning an A or a B in their World History classes. The Social Studies Division Head will meet with those students and contact their respective families to encourage them to enroll in Honors Economics and Government their Sophomore year.



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Rationale/Research: (Wiseways or other)					
Reading is an essential skill for college and career readiness.					
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 EL Services will provide PD to staff on classroom strategies for EL students.	March 1, 2019	Danielson,	School		
All English students will participate in close reading strategies and text dependent skills assessment via Study Sync.	Dec. 1. 2018	Fain, Danielson	School		
Teachers will receive PD to conduct reading workshops which focus on differentiating reading instruction with EL and IEP students.	Feb. 15, 2019	Fain, Danielson	School		
US History Students will implement reading strategies to improve comprehension on various readings including historical narratives and analysis.	Sept. 1, 2018	Falk, Danielson	School		
The HHS Tutoring center will provide interventions to struggling students identified in core areas. Incoming Freshmen will be identified via the Freshmen Early Warning Report in Tableau for early intervention.	Oct. 1, 2018	Danielson, Div. Heads	School		
Division Heads will contact parents of students outlined in the subgroup goals to encourage increased rigor in coursework for the following school year.	May 15, 2019	Division Heads, Danielson	None		
HHS will increase the number of "Blended" course offerings from a baseline of 0 in 17-18.	May 15, 2019	Bending, Danielson	District		
Increase the number of students taking the SAT prep class at HHS.	March 1, 2019	Danielson	None		

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Monitoring Plan: How will you monitor the effectiveness of your strategy/action?				
Department level and building level Data Com (4 times per year)				
Target Group	Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)
Whole School	69.3%	May 2018 63.9%	May 2019	May 2020
Black	57.1%	May 2018 41.2%	May 2019	May 2020
Hispanic	57.0%	May 2018 47.6%	May 2019	May 2020
LEP	0.0%	May 2018 18.8%	May 2019	May 2020
IEP	10.7%	May 2018 14.6%	May 2019	May 2020
Low Income	54.4%	May 2018 45%	May 2019	May 2020

<b>Goal #5: Academic Progress</b>
SIP Goal #5b: <b>ELA (Writing)</b> SMART Goal:
By the end of the 2019-20 school year, HHS will increase the percentage of students scoring in the 5-8 range in the area of Writing on the SAT assessment by 10.8%. This reflects a 10% increase (63% to 73.8%). In the 2017-18 school year, this increase will be at least 3.6%; in the 2018-19 school year, this increase will be an additional 3.6%; and finally, in the 2019-20 school year, this increase will again be 3.6% - for an overall growth of at least 10.8% by the end of this three year period.
Target Group or Subgroup:

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**Low Income:** By the end of the 2019-20 school year, HHS School student performance will increase by 20.4% overall in the area of Writing on the SAT assessment, as compared to 53.4% of students meeting or exceeding standards on the 2016-17 SAT assessment. In the 2017-18 school year, this increase will be at least 6.8%; in the 2018-19 school year, this increase will be an additional 6.8%; and finally, in the 2019-20 school year, this increase will be at least 6.8% - for an overall growth of at least 20.4% by the end of this three year period. The English Division Head will continue to meet with the various PLC teams to identify students who qualify as “low income” who are earning an A or a B in their classes. The English Division Head will meet with those students and contact their respective families to encourage them to take 400 level or AP courses. The English Division Head will also work with the teachers to ensure that teachers are utilizing the StudySync curriculum and skill lessons/assessments, specifically in the area of command of evidence.

**IEP:** By the end of the 2019-20 school year, HHS School student performance will increase by 46.9% overall in the area of Writing on the SAT assessment, as compared to 26.9% of students meeting or exceeding standards on the 2016-17 SAT assessment. In the 2017-18 school year, this increase will be at least 15.6%; in the 2018-19 school year, this increase will be an additional 15.6%; and finally, in the 2019-20 school year, this increase will also be at least 15.7% - for an overall growth of at least 46.9% by the end of this three year period. The English Division Head will collaborate with the resource teachers to ensure teachers are supporting their students in mastering the standards, as outlined by the D300 Curriculum Team. These standards are aligned to the SAT. The English Division Head will collaborate with the Special Education Division Head and teachers to ensure that teachers are utilizing the StudySync curriculum and skill lessons/assessments, specifically in the area of command of evidence.

**LEP:**By the end of the 2019-20 school year, HHS School student performance will increase by 62.7% overall in the area of Writing on the SAT assessment, as compared to 11.1% of students meeting or exceeding standards on the 2016-17 SAT assessment. In the 2017-18 school year, this increase will be at least 20.9%; in the 2018-19 school year, this increase will be an additional 20.9%; and finally, in the 2019-20 school year, this increase will be at least 20.9% - for an overall growth of at least 62.7% by the end of this three year period. The English Division Head will collaborate with the ELL teacher, the District ELL Coordinator, and the ELA Director to ensure our LEP students receive support from both a guided ASP and from the tutoring center in English aligned to the SAT. The English Division Head will ensure that the ELL teacher is utilizing the EL StudySync curriculum and skill lessons/assessments, specifically in the area of command of evidence.

**Hispanic:**By the end of the 2019-20 school year, HHS School student performance will increase by 28.2% overall in the area of Writing on the SAT assessment, as compared to 45.6% of students meeting or exceeding standards on the 2016-17 SAT assessment. In the 2017-18 school year, this increase will be at least 9.4%; in the 2018-19 school year, this increase will be an additional 9.4%; and finally, in the 2019-20 school year, this increase will be at least 9.4% - for an overall growth of at least 28.2% by the end of this three year period. The English Division Head will continue to meet with the English PLC teams to identify Hispanic students who are earning an A or a B in their classes. The English Division Head will meet with those students and contact their respective families to encourage them to take 400 level or AP classes. The English Division Head will also work with the teachers to ensure that teachers are utilizing the StudySync curriculum and skill lessons/assessments, specifically in the area of command of evidence.

**Black:** By the end of the 2019-20 school year, HHS School student performance will increase by 10% overall in the area of Writing on the SAT assessment, as compared to 71.4% of students meeting or exceeding standards on the 2016-17 SAT assessment. In the 2017-18 school year, this increase will be at least 3.3%; in the 2018-19 school year, this increase will be an additional 3.3%; and finally, in the 2019-20 school year, this

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increase will be at least 3.4% - for an overall growth of at least 10% by the end of this three year period. The English Division Head will continue to meet with the English PLC teams to identify Black students who are earning an A or a B in their classes. The English Division Head will meet with those students and contact their respective families to encourage them to take 400 level or AP classes. The English Division Head will also work with the teachers to ensure that teachers are utilizing the StudySync curriculum and skill lessons/assessments, specifically in the area of command of evidence.					
<b>Rationale/Research: (Wiseways or other)</b>					
Writing is an essential skill for college and career readiness.					
<b>Strategy/Actions to address goal:</b>	<b>Date by which this will be a reality:</b>	<b>Person(s) responsible to manage and monitor this activity:</b>	<b>PD:</b>	<b>Cost:</b>	<b>Funding Source:</b>
Department PLT's will show SMART goals aligned to improving writing at HHS	Feb. 1, 2019	Danielson, Falk, Fain, Waller	School		
Building Walk-throughs/Instructional Rounding will show implementation of the WICOR model.	March 1, 2019	Danielson, Admin	None		
Teachers will receive PD on EL Dictato to informally assess student writing for EL and IEP students.	Feb. 15, 2019	Danielson, Fain	School		
Increase the number of students taking the SAT prep class at HHS.	March 15, 2019	Danielson			
The HHS Tutoring center will provide interventions to struggling students identified in core areas. Incoming Freshmen will be identified via the Freshmen Early Warning Report in Tableau for early intervention.	Oct. 1, 2018	Div. Heads, Danielson	School		
<b>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</b>					
Department level and building level Data Com (4 times per year)					
<b>Target Group</b>	<b>Baseline Data</b>	<b>Benchmark 1 (Define date)</b>	<b>Benchmark 2 (Define date)</b>	<b>Benchmark 3 (Define date)</b>	
Whole School	63%	May 2018	May 2019	May 2020	

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		70.7%		
Black	71.4%	May 2018 50%	May 2019	May 2020
Hispanic	45.6%	May 2018 54.9%	May 2019	May 2020
LEP	11.1%	May 2018 31.3%	May 2019	May 2020
IEP	26.9%	May 2018 22.5%	May 2019	May 2020
Low Income	53.4%	May 2018 56.3%	May 2019	May 2020

### **Goal #5: Academic Progress**

#### SIP Goal #5c: **Mathematics** SMART Goal:

By the end of the 2019-20 school year, HHS student performance will increase by 10% overall in the area of Mathematics on the SAT assessment, as compared to 44.2% of HHS students meeting or exceeding standards on the 2016-17 SAT assessment. In the 2017-18 school year, this increase will be at least 3%; in the 2018-19 school year, this increase will be an additional 3%; and finally, in the 2019-20 school year, this increase will be at least 4% - for an overall growth of at least 10% by the end of this three year period.

#### Target Group or Subgroup:

Low Income: By the end of the 2019-20 school year, HHS School student performance will increase by 21.2% overall in the area of Mathematics on the SAT assessment, as compared to 33% of students meeting or exceeding standards on the 2016-17 SAT assessment. In the 2017-18 school year, this increase will be at least 7.1%; in the 2018-19 school year, this increase will be an additional 7.1%; and finally, in the 2019-20 school year, this increase will be at least 7% - for an overall growth of at least 21.2% by

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the end of this three year period. The Math Division Head will continue to meet with the Algebra 1 Team to identify students who qualify as “low income” who are earning an A or a B in their Algebra 1 classes. The Math Division Head will meet with those students and contact their respective families to encourage them to take 400 Geometry during their Sophomore year.

IEP: By the end of the 2019-20 school year, HHS School student performance will increase by 47.1% overall in the area of Mathematics on the SAT assessment, as compared to 7.1% of students meeting or exceeding standards on the 2016-17 SAT assessment. In the 2017-18 school year, this increase will be at least 15.7%; in the 2018-19 school year, this increase will be an additional 15.7%; and finally, in the 2019-20 school year, this increase will also be at least 15.7% - for an overall growth of at least 47.1% by the end of this three year period. The Math Division Head will continue to meet with the Algebra 1 Team to identify students who have an IEP who are earning an A or a B in their Algebra 1 classes. The Math Division Head will meet with those students and contact their respective families to encourage them to take 400 Geometry during their Sophomore year.

LEP:By the end of the 2019-20 school year, HHS School student performance will increase by 54.2% overall in the area of Mathematics on the SAT assessment, as compared to 0% of students meeting or exceeding standards on the 2016-17 SAT assessment. In the 2017-18 school year, this increase will be at least 18.1%; in the 2018-19 school year, this increase will be an additional 18.1%; and finally, in the 2019-20 school year, this increase will also be at least 18% - for an overall growth of at least 54.2% by the end of this three year period. The Math Division Head will continue to meet with the Algebra 1 Team to identify students who are identified as “LEP” who are earning an A or a B in their Algebra 1 classes. The Math Division Head will meet with those students and contact their respective families to encourage them to take 400 Geometry during their Sophomore year.

Hispanic: By the end of the 2019-20 school year, HHS School student performance will increase by 25.1% overall in the area of Mathematics on the SAT assessment, as compared to 29.1% of students meeting or exceeding standards on the 2016-17 SAT assessment. In the 2017-18 school year, this increase will be at least 8.4%; in the 2018-19 school year, this increase will be an additional 8.4%; and finally, in the 2019-20 school year, this increase will be at least 8.3% - for an overall growth of at least 25.1% by the end of this three year period. The Math Division Head will continue to meet with the Algebra 1 Team to identify students of hispanic heritage who are earning an A or a B in their Algebra 1 classes. The Math Division Head will meet with those students and contact their respective families to encourage them to take 400 Geometry during their Sophomore year.

Black: By the end of the 2019-20 school year, HHS School student performance will increase by 18.5% overall in the area of Mathematics on the SAT assessment, as compared to 35.7% of students meeting or exceeding standards on the 2016-17 SAT assessment. In the 2017-18 school year, this increase will be at least 6.2%; in the 2018-19 school year, this increase will be an additional 6.2%; and finally, in the 2019-20 school year, this increase will be at least 6.1% - for an overall growth of at least 18.5% by the end of this three year period. The Math Division Head will continue to meet with the Algebra 1 Team to identify students of black heritage who are earning an A or a B in their Algebra 1 classes. The Math Division Head will meet with those students and contact their respective families to encourage them to take 400 Geometry during their Sophomore year.

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Rationale/Research: (Wiseways or other)					
Our subgroups typically underperform in math on statewide assessments.					
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 EL Services will provide PD to staff on classroom strategies for EL students.	March 1, 2019	Danielson,	School		
Department PLC meetings reviewing SMART goal data and progress.	Sept. 1, 2018	Danielson, Falk, Fain, Waller	School		
Students will show 1 level of growth in categories of mastery (beginning, developing, approaching, meeting) on specific SAT targets per mathematics course.	May 22, 2019	Waller, Danielson	School		
Teachers will receive PD to differentiate with EL and IEP students.	May 15, 2019	Waller, Danielson	School		
Increase the number of students taking the SAT prep class at HHS.	March 1, 2019	Danielson			
The HHS Tutoring center will provide interventions to struggling students identified in core areas. Incoming Freshmen will be identified via the Freshmen Early Warning Report in Tableau for early intervention.	Oct. 1, 2018	Danielson, Div. Heads			
Division Heads will contact parents of students outlined in the subgroup goals to encourage increased rigor in coursework for the following school year.	May 15, 2019	Division Heads			
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Department level and building level Data Com (4 times per year)					

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Target Group	Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)
Whole School	44.2%	May 2018 45.3%	May 2019	May 2020
Black	35.7%	May 2018 17.6%	May 2019	May 2020
Hispanic	29.1%	May 2018 25.6%	May 2019	May 2020
LEP	0.0%	May 2018 18.8%	May 2019	May 2020
IEP	7.1%	May 2018 12.2%	May 2019	May 2020
Low Income	33.0%	May 2018 23%	May 2019	May 2020

<b>Goal #5: Academic Progress</b>
SIP Goal #5d: <b>Science</b> SMART Goal:
By the end of the 2019-20 school year, HHS School student performance will increase by 10% overall on the Illinois Science Assessment (ISA), as compared to baseline data obtained from the 2016-17 Illinois Science Assessment. In the 2017-18 school year, this increase will be at least 3%; in the 2018-19 school year, this increase will be an additional 3%: and finally, in the 2019-20 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:
By the end of the 2019-20 school year, each HHS School subgroup will increase their performance by 10% overall on the Illinois Science Assessment (ISA), as compared to baseline data obtained from the 2016-17 Illinois Science Assessment. In the 2017-18 school year, this increase will be at least 3%; in the 2018-19 school year, this increase will be an additional 3%: and finally, in the 2019-20 school year, this increase will be at least 4% - for overall growth of at least 10% by the end of this three year period. These subgroups include black, hispanic, LEP, IEP and low income.



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Low Income:

The Science Division Head will work with the Biology PLC team to identify students categorized as “low income” who are earning and A or a B in the Biology class. The Science Division Head will then meet with those students and contact their families to encourage them to take Honors Chemistry their sophomore year.

IEP:

The Science Division Head will collaborate with the Resource Biology and Physical Science teachers to ensure teachers are supporting their students in mastering the standards outlined by the D300 Curriculum Team. These standards are aligned to the NGSS.

LEP:

The Science Division Head will collaborate with the District ELL Coordinator, Science Director, and ELL teacher to ensure our LEP students receive support from a guided ASP and in the classroom in Science content aligned to NGSS.

Hispanic:

The Science Division Head will work with the Biology PLC team to identify Hispanic students who are earning and A or a B in the Biology class. The Science Division Head will then meet with those students and contact their families to encourage them to take Honors Chemistry their sophomore year.

Black:

The Science Division Head will work with the Biology PLC team to identify Black students who are earning and A or a B in the Biology class. The Science Division Head will then meet with those students and contact their families to encourage them to take Honors Chemistry their sophomore year.

Rationale/Research: (Wiseways or other)

Our subgroups typically underperform on state assessments.

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,	Funding Source:
Department PLC meetings reviewing SMART goal data and progress.	Sept. 1, 2018	Danielson, Falk, Fain, Waller, Lundeen	School	
Science students will demonstrate growth in conclusion writing and analyzing data by improving at least one rank level on the	May 22, 2019	Danielson, Lundeen	School	

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Writing Rubric from the baseline conclusion to the final conclusion.				
The HHS Tutoring center will provide interventions to struggling students identified in core areas. Incoming Freshmen will be identified via the Freshmen Early Warning Report in Tableau for early intervention.				
Division Heads will contact parents of students outlined in the subgroup goals to encourage increased rigor in coursework for the following school year.				
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?				
Department level and building level Data Com (4 times per year)				
Target Group	Baseline Data (True baseline)	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)
Schoolwide	2016 Test Data (released in 2017) 37%	May 2018 53.8%	May 2019	May 2020
Low Income	19.8%	May 2018 35.3%	May 2019	May 2020
IEP	7.3%	May 2018 20%	May 2019	May 2020
LEP	0%	May 2018 8.3%	May 2019	May 2020
Hispanic	23.8%	May 2018 38.3%	May 2019	May 2020
Black	10%	May 2018 0%	May 2019	May 2020