



School Name	Jacobs High School
Principal Name	Barb Valle
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	Deborah Stout, Associate Principal of Instruction; Mark Rasar, Associate Principal of Operations; Sam Bartels, FACS Teacher; John Bigler, English Teacher; Laura Farrisay, Parent; Kelly Blum, English Teacher; Jaime Van Horn, AVID Coordinator; Jeff Davis, counselor; Fernando Medina, CAD Teacher; Jason Ziols, English Teacher; Frank Wapole, Math Divisional; Kristin Kronberg, English Teacher; Lynette Shanahan, FACS Teacher; Danielle Dyra, Social Studies Teacher; Deb Lupa, Paraprofessional; Katie Vidal, Spanish Teacher; Colleen Huidobro, Paraprofessional; Paul Anderson, Ed Services Teacher; Beth Biallas, French Teacher; Jenna Moller, English Teacher; Jenny Christian, English Divisional; Allison Casey, Counselor; Eric Billittier, Ed Services Teacher; Mike Hanley, Science Teacher; Tia Poggensee, Social Worker; Alex Lepkowski, Math Teacher; Aubrey Allen, Social Studies Divisional
Cabinet Member Signature and Date	
Superintendent Signature and Date	
Board President Signature and Date	

<b>District Goal #1: Develop Great Teachers and Leaders</b>					
SIP Goal #1: SMART Goal					
Jacobs High School will demonstrate improvement in the area of Collaborative Practices by increasing the rating from 53% to 60% or higher as measured by the 2019 Illinois 5Essentials Survey.					
Target Group or Subgroup:					
Certified Staff					
Rationale/Research: (Wiseways or other)					
Teachers who collaborate with each other share classroom strategies, review data to make instructional decisions, develop materials or activities, and improve instructional strategies.					
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:
Create a Google doc for teachers who are inviting others in to see their classrooms	Ongoing	Building Leadership Team	None	N/A	None
Provide teachers with signs to put on their doors inviting in other teachers	Ongoing	Building Leadership Team	None	N/A	None
Encourage teachers that their PLC work on Formative Assessment relates to using data to inform instructional decisions	Ongoing	Building Leadership Team	None	N/A	None
Provide teachers with an internal sub two times each year to observe their peers	Ongoing	Building Leadership Team	None		Building Budget
Create Lunch and Learns to give teachers an opportunity to learn from each other.	Ongoing	Building Leadership Team	None	n/a	
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Assess the number of teachers who visit other classrooms Monitor the activity in the PLC work to assure it is reviewing data					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
On 2017 5Essentials survey, Jacobs measured 53% on Collaborative Practices within the area of Collaborative Teachers.	At the end of the first semester, Jacobs will provide all teachers will a formal assessment on the amount of visits to other classrooms.	At the end of the second semester, Jacobs will review the 2018 5Essentials data and will have increased Collaborative Practices to 56%. In the 2018 5Essentials survey, we achieved 58% in the area of Collaborative Practices.	As measured by the 2019 5Essential survey, Jacobs will measure at least 60% on the area of Collaborative practices within the area of Collaborative Teachers.		

<b>District Goal #2: Engage Family and Community</b>					
SIP Goal #2: SMART Goal					
Jacobs High School will demonstrate improvement in the area of Parent Involvement in Schools by increasing the rating from 49% to at least 55% as measured by the 2019 5Essentials Survey.					
Target Group or Subgroup:					
Certified Staff					
Rationale/Research: (Wiseways or other)					
When parents have a voice in the goals and objectives of the school, they feel more ownership in their child’s education and as a result, student achievement strengthens.					
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:
Create a questionnaire for teachers to utilize to solicit ideas for parent speakers in their classrooms, clubs, and activities.	Ongoing	Building Leadership Team	None	n/a	n/a
Invite more parents/community members into the building to participate in special events	Ongoing	Building Leadership Team	None	n/a	n/a
Invite parent volunteers to assist in our PBIS rewards programs	Ongoing	Building Leadership Team	None	n/a	n/a
Recognize volunteers and businesses who support the Jacobs’ community	Ongoing	Building Leadership Team	None	n/a	n/a
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Monitor the number of speakers/community members who participate in events in the building.					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
Based on the 2017 5Essentials survey, Jacobs was at 49% on Parent Involvement in School within the area of Involved Families in Schools.	By the end of the the first semester, Jacobs will have assessed the invitations that parents/staff have sent for parent involvement.	On the 2018 5Essentials, Jacobs will increased to 52% on the Parent Involvement in School with the area of Involved Families in Schools. In the 2018 5Essentials Survey, we achieved 65% on the area of Parent Involvement in Schools.	As measured by the 2019 5Essentials Survey, Jacobs will increase Average Implementation to at least 55% on the Parent Involvement in School with the area of Involved Families in Schools.		

<b>District Goal #3: Equitable and Efficient Use of Resources</b>					
SIP Goal #3: SMART Goal					
Jacobs High School will demonstrate improvement in the area of Setting Standards for Student Behavior by increasing the rating from 52% to at least 60% as measured by the 2019 5Essentials Survey.					
Target Group or Subgroup:					
Certified Staff					
Rationale/Research: (Wiseways or other)					
It is important for staff ownership for them to recognize and address positive behaviors as well as negative. As the classroom leaders, they set the standard in their classroom every day. The BLT wants to support their standard for that behavior as a part of our PBIS program.					
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:
Revamp the PBIS system to include the focus on specific targeted positive behaviors that all stakeholders can reward.	Ongoing	PBIS Team	None	N/A	None
Communicate clearly to all stakeholders what the specific targeted behaviors are and how to reward them.	Ongoing	PBIS Team	None	N/A	None
Provide staff with monthly PBIS lessons that encompass our targeted specific behaviors	completed	PBIS Team	None	N/A	None
Incorporate our House System into our daily operations so that all stakeholders have an impact on the culture of the building.	Ongoing	PBIS Team	None	N/A	None
Create and implement a matrix to systematically identify students who need behavior/attendance interventions.	Ongoing	PBIS Team/Building Leadership Team	None	N/A	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Do a formal assessment of the progress at the end of the first semester.					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
On 2017 5Essentials survey, Jacobs measured 52% on Teacher Influence in Setting Standards for Student Behavior.	At the end of the first semester, Jacobs will provide all teachers will a formal assessment on their influence in Setting Standards for Student Behavior.	Jacobs will increase to 56% on Teacher Influence in the area of Setting Standards of Student Behavior. On the 2018 5Essentials survey, Jacobs achieved a 57% in the area of Setting Standards for Student Behavior.	As measured by the 2019 5Essentials survey, Jacobs will measure at least 60% on Teacher Influence in the area of Setting Standards for Student Behavior.		

<b>District Goal #4: Develop the Whole Child</b>					
SIP Goal #4: SMART Goal					
Jacobs High School will demonstrate improvement in the area School-Wide Future Orientation by increasing the rating from 50% to at least 58% as measured by the 2019 5Essentials Survey.					
Target Group or Subgroup:					
Students and Certified Staff					
Rationale/Research: (Wiseways or other)					
The district's vision is College and Career Ready so as a building, we need to make sure that we are preparing students for their path after high school.					
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 staff will be encouraged to bring in guest speakers who are relevant to their curriculum.	Ongoing	BLT	none	n/a	n/a
The Guidance Department will pursue ways to develop a four year plan for students that helps guide their exploration of which path they want to take after high school.	Ongoing	Debbie Stout	none	n/a	n/a
The Education Services Department will pursue having graduates return to speak to current students about potential post high school career opportunities.	Ongoing	Vera Miladinovic	none	n/a	n/a
Create and promote an alumni page with where our graduates are now and the careers they have selected	Ongoing	Building Leadership Team	none	n/a	n/a
Create a system to recognize and thank community members who share their expertise with Jacobs	Ongoing	Building Leadership Team	none	n/a	n/a
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Assess the number of guest speakers who present. Review the Guidance Department's revision of the four year plan process Assess the use of speakers in the Education Services Department					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
Based on the 2017 5Essentials survey, Jacobs measured 50% on the area of School-Wide Future Orientation.	By the end of the first semester, new systems will be established to increase opportunities for stakeholders to explore career and college pathways.	By the end of the second semester, Jacobs will increase to 54% in the area of School-Wide Future Orientation of the 5Essentials survey. In the 2018 5Essentials Survey, Jacobs decreased to 48% in the area of School Wide Future Orientation.	As measured by the 2019 5Essentials Survey, Jacobs will increase to at least 58% in the area of School-Wide Future Orientation.		



<b>Goal #5: Academic Progress</b>					
SIP Goal #5a: <b>ELA (Reading)</b> SMART Goal:					
On the spring 2020 SAT Report, Jacobs High School student performance will increase by 10% overall to 86.5% in the area of reading on the SAT assessment, as compared to 76.5% meeting college readiness benchmarks standards on the April 2017 SAT. In the 2017-2018 school year, the increase will be at least 3%; in the 2018-2019 school year, the increase will be at least 3%; and finally, in the 2019-2020 school year, the increase will be 4%.					
Target Group or Subgroup:					
<p>Low Income: On the spring 2020 SAT Report, Jacobs High School low income student performance will increase overall to 86.5% meeting or exceeding college readiness benchmarks in the area of reading on the SAT assessment.</p> <p>IEP: On the spring 2020 SAT Report , Jacobs High School IEP student performance will increase overall to 86.5% meeting or exceeding college readiness benchmarks in the area of reading on the SAT assessment.</p> <p>LEP: On the spring 2020 SAT Report, Jacobs High School LEP student performance will reach 86.5 % meeting or exceeding college readiness benchmark standards in the area of reading on the SAT assessment.</p> <p>Hispanic: On the spring 2020 SAT Report , Jacobs High School Hispanic student performance will increase to 86.5% meeting or exceeding college readiness benchmarks in the area of reading on the PARCC assessment.</p> <p>Black: On the spring 2020 SAT Report , Jacobs High School Black student performance will increase to 86.5 % meeting or exceeding college readiness benchmarks in the area of reading on the SAT assessment.</p>					
Rationale/Research: (Wiseways or other)					
Reading is the foundation for all academic achievement so if Jacobs High School increases student achievement in reading, as a result all achievement should increase.					
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 PLC teams will work to identify students, especially those in our subgroups, 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.	Ongoing	J. Christian	none	n/a	n/a
Teachers will ensure that they are utilizing the StudySync curriculum and skill lessons/assessments	Ongoing	J. Christian	none	n/a	n/a

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The tutoring center coordinators will pull grade reports and call students down for tutoring, support, or instruction as needed.	Ongoing	J. Christian	none	n/a	n/a
Resource teachers will ensure they are supporting their students in mastering the standards, as outlined by the D300 Curriculum Team and aligned to the SAT.	Ongoing	J. Christian	none	n/a	n/a
The ELL teacher, the District ELL Coordinator, and the ELA Director will collaborate to ensure our LEP students receive support from both a guided ASP and from the tutoring center in English aligned to the SAT.	Ongoing	J. Christian	none	n/a	n/a
The ELL teacher will utilize the EL StudySync curriculum and skill lessons/assessments.	Ongoing	J. Christian	none	n/a	n/a
The language coach will be at Jacobs on Wednesdays. Teachers will utilize the language coach in their classes to collaborate on strategies to help reach ELL students. The language coach will also work with the ELL teacher in her literacy classes and guided ASP to help work with struggling students.					
The Social Studies PLCs and PLC leaders will work to incorporate the reading skills of words in context, expression of ideas, and command of evidence. PLCs will work to incorporate readings and activities that support and model these three areas of the SAT reading. We will incorporate resources to help us use question stems that promote SAT style thinking and application to article readings. We will also focus on incorporating best practice ideas to teach our students main idea, supporting details, author's purpose.	Ongoing	A. Allen	none	n/a	n/a
<b>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</b>					
<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>	
Schoolwide	On the 2017 Spring SAT, 76.5% of Jacobs High School students	On the spring 2018 SAT Report, 79.5% of Jacobs High School	On the spring 2019 SAT Report, 82.5% of Jacobs High School students will meet or exceed	On the spring 2020 SAT, 86.5% of Jacobs High School students will meet or exceed college readiness benchmarks in reading.	



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	met or exceeded college readiness benchmarks in reading.	students will meet or exceed college readiness benchmarks in reading. On the spring 2018 SAT Report, 72% of JHS students met or exceeded college readiness benchmarks in reading.	college readiness benchmarks in reading.	
Low Income	On the 2017 Spring SAT, 61.7% of Jacobs High School Low Income students met or exceeded college readiness benchmarks in reading.	On the spring 2018 SAT Report, 69.9% of Jacobs High School Low Income students will meet or exceed college readiness benchmarks in reading. On the spring 2018 SAT Report, 56% of JHS low income students met or exceeded college readiness benchmarks in reading.	On the spring 2019 SAT Report, 78.1% of Jacobs High School Low Income students will meet or exceed college readiness benchmarks in reading.	On the spring 2020 SAT Report, 86.5% of Jacobs High School Low Income students will meet or exceed college readiness benchmarks in reading..
IEP	On the 2017 Spring SAT, 20% of Jacobs High School IEP students met or exceeded college readiness benchmarks in reading.	On the Spring 2018 SAT Report, 42% of Jacobs High School IEP students will meet or exceed college readiness benchmarks in reading. On the spring 2018 SAT Report, 11% of JHS IEP students met or exceeded college readiness benchmarks in reading.	On the spring 2019 SAT Report, 66% of Jacobs High School IEP students will meet or exceed college readiness benchmarks in reading.	On the spring 2020 SAT Report, 86.5% of Jacobs High School IEP students will meet or exceed college readiness benchmarks in reading.
LEP	On the 2017 Spring SAT, 16.7% of Jacobs High School LEP	On the spring 2018 SAT Report, 45% of Jacobs High School LEP	On the spring 2019 SAT Report, 62.7% of Jacobs High School LEP students will meet or exceed	On the spring 2020 SAT Report, 86.5% of Jacobs High School LEP students will meet or exceed college readiness benchmarks in

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	students met or exceeded college readiness benchmarks in reading.	students will meet or exceed college readiness benchmarks in reading. On the spring 2018 SAT Report, 13 % of JHS LEP students met or exceeded college readiness benchmarks in reading.	college readiness benchmarks in reading	reading.
Hispanic	On the 2017 Spring SAT, 57.5% of Jacobs High School Hispanic students met or exceeded college readiness benchmarks in reading.	On the Spring 2018 SAT Report, 67% of Jacobs High School Hispanic students will meet or exceed college readiness benchmarks in reading. On the spring 2018 SAT Report, 57% of JHS Hispanic students met or exceeded college readiness benchmarks in reading.	On the spring 2019 SAT Report, 77% of Jacobs High School Hispanic students will meet or exceed college readiness benchmarks in reading.	On the spring 2020 SAT Report, 86.5% of Jacobs High School Hispanic students will meet or exceed college readiness benchmarks in reading.
Black	On the 2017 Spring SAT, 58.8% of Jacobs High School Black students met or exceeded college readiness benchmarks in reading.	On the Spring 2018 SAT Report, 66% of Jacobs High School Black students will meet or exceed college readiness benchmarks in reading. On the spring 2018 SAT Report, 38% of JHS Black students met or exceeded college readiness benchmarks in reading.	On the spring 2019 SAT Report, 72% of Jacobs High School Black students will meet or exceed college readiness benchmarks in reading.	On the spring 2020 SAT Report, 86.5% of Jacobs High School Black students will meet or exceed college readiness benchmarks in reading.

<b>Goal #5: Academic Progress</b>					
SIP Goal #5b: <b>ELA (Writing)</b> SMART Goal:					
By the end of the 2019-2020 school year, Jacobs High School student performance will increase by 10% to 41.7% overall achieving in the green band of Command of Evidence in the ERBW Subscores portion of the SAT assessment, as compared to 31.7% achieving the green level on the April 2017 SAT. In the 2017-2018 school year, the increase will be at least 3%; in the 2018-2019 school year, the increase will be at least 3%; and finally, in the 2019-2020 school year, the increase will be 4%.					
Target Group or Subgroup:					
<p>Low Income: On the spring 2020 SAT Report, Jacobs High School 41.7% of low income students will achieve the green band of Command of Evidence on the ERBW Subscores portion of the SAT assessment.</p> <p>IEP: On the spring 2020 SAT Report, Jacobs High School 41.7% of IEP students will achieve the green band of Command of Evidence on the ERBW Subscores portion of the SAT assessment.</p> <p>LEP: On the spring 2020 SAT Report, Jacobs High School 41.7% LEP students will achieve the green band of Command of Evidence on the ERBW Subscores portion of the SAT assessment.</p> <p>Hispanic: On the spring 2020 SAT Report, Jacobs High School 41.7% Hispanic students will achieve the green band of Command of Evidence on the ERBW Subscores portion of the SAT assessment.</p> <p>Black: On the spring 2020 SAT Report, Jacobs High School 41.7% Black students will achieve the green area of Command of Evidence on the ERBW Subscores portion of the SAT assessment.</p>					
Rationale/Research: (Wiseways or other)					
We want to improve overall student achievement on the writing portion of the SAT as then students will be better prepared for college and career.					
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 various PLC teams will 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	ongoing	J. Christian	none	n/a	n/a

respective families to encourage them to take 400 level or AP courses					
Teachers will utilize the StudySync curriculum and skill lessons/assessments, specifically in the area of command of evidence.	Ongoing	J. Christian	none	n/a	n/a
The resource teachers will work 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.	Ongoing	J. Christian	none	n/a	n/a
The ELL teacher will utilize the EL StudySync curriculum and skill lessons/assessments, specifically in the area of command of evidence.	Ongoing	J. Christian	none	n/a	n/a
The language coach will be at Jacobs on Wednesdays. Teachers will utilize the language coach in their classes to collaborate on writing strategies to help reach ELL students. The language coach will also work with the ELL teacher in her literacy classes and guided ASP to help work with struggling students.					
All teachers will continue to utilize SAT bell works, SAT practice assessments, and SAT writing prompts in all general education and special education English classes.	Ongoing	J. Christian	none	n/a	n/a
The PLCs will meet to discuss specific skill deficits, and what interventions they can incorporate in their classes to meet those needs. They will also utilize the tutoring center to help address student skill deficits.	Ongoing	J. Christian	none	n/a	n/a
Tier 2 vocabulary instruction will be targeted in all ELA classes, and will be the focus of vocabulary	Ongoing	J. Christian and A. Allen	none	n/a	n/a

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instruction in all content areas. Both ELA and Social Studies teachers will explicitly teach the selected Tier 2 vocabulary words.					
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Monitored by the division head through observations, common planning time and PLC work.					
Target Group	Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)	
Schoolwide	31.7% of Jacobs High School students overall achieved the green band of Command of Evidence in the ERBW Subscores portion of the spring 2017 SAT assessment.	On the spring 2018 SAT in the Command of Evidence in the ERBW Subscores portion, 34.7% of Jacobs High School students overall will achieve the green band. On the Spring 2018 SAT in the Command of Evidence in the ERBW Subscores portion, 20% of JHS students achieved the green band.	On the spring 2019 SAT in the Command of Evidence in the ERBW Subscores portion, Jacobs High School 37.7% of Jacobs High School students overall will achieve the green band.	On the spring 2020 SAT in the Command of Evidence in the ERBW Subscores portion, Jacobs High School 41.7% of Jacobs High School students overall will achieve the green band.	
Low Income	19.6% of Jacobs High School low income students achieved the green band of Command of Evidence in the ERBW Subscores portion of the spring 2017 SAT assessment.	On the spring 2018 SAT in the Command of Evidence in the ERBW Subscores portion, Jacobs High School 26.6% of Jacobs High School Low Income students will achieve the green band. On the Spring 2018 SAT in the Command of Evidence in the ERBW Subscores portion, 12% of JHS low-income students achieved the green	On the spring 2019 SAT in the Command of Evidence in the ERBW Subscores portion, Jacobs High School 33.6% of Jacobs High School Low Income students will achieve the green band.	On the spring 2020 SAT in the Command of Evidence in the ERBW Subscores portion, Jacobs High School 41.7% of Jacobs High School Low Income students will achieve the green band.	

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		band.		
IEP	8.6% of Jacobs High School IEP students achieved the green band of Command of Evidence in the ERBW Subscores portion of the spring 2017 SAT assessment.	On the spring 2018 SAT in the Command of Evidence in the ERBW Subscores portion, Jacobs High School 19.6% of Jacobs High School IEP students will achieve the green band. On the Spring 2018 SAT in the Command of Evidence in the ERBW Subscores portion, 0% of JHS IEP students achieved the green band.	On the spring 2019 SAT in the Command of Evidence in the ERBW Subscores portion, Jacobs High School 30.6% of Jacobs High School IEP students will achieve the green band.	On the spring 2020 SAT in the Command of Evidence in the ERBW Subscores portion, Jacobs High School 41.7% of Jacobs High School IEP students will achieve the green band.
LEP	16.7% of Jacobs High School LEP students achieved the green band of Command of Evidence in the ERBW Subscores portion of the spring 2017 SAT assessment.	On the spring 2018 SAT in the Command of Evidence in the ERBW Subscores portion, Jacobs High School 25.6% of Jacobs High School LEP students will achieve the green band. On the Spring 2018 SAT in the Command of Evidence in the ERBW Subscores portion, 0% of JHS LEP students achieved the green band.	On the spring 2019 SAT in the Command of Evidence in the ERBW Subscores portion, Jacobs High School 33.6% of Jacobs High School LEP students will achieve the green band.	On the spring 2020 SAT in the Command of Evidence in the ERBW Subscores portion, Jacobs High School 41.7% of Jacobs High School LEP students will achieve the green band.

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<p>Hispanic</p>	<p>16.7% of Jacobs High School Hispanic students achieved the green band of Command of Evidence in the ERBW Subscores portion of the spring 2017 SAT assessment.</p>	<p>On the spring 2018 SAT in the Command of Evidence in the ERBW Subscores portion, Jacobs High School 25.6% of Jacobs High School Hispanic students will achieve the green. On the Spring 2018 SAT in the Command of Evidence in the ERBW Subscores portion, 14% of JHS Hispanic students achieved the green band.</p>	<p>On the spring 2019 SAT in the Command of Evidence in the ERBW Subscores portion, Jacobs High School 33.6% of Jacobs High School Hispanic students will achieve the green band.</p>	<p>On the spring 2020 SAT in the Command of Evidence in the ERBW Subscores portion, Jacobs High School 41.7% of Jacobs High School Hispanic students will achieve the green band.</p>
<p>Black</p>	<p>17.6% of Jacobs High School Black students achieved the green band of Command of Evidence in the ERBW Subscores portion of the spring 2017 SAT assessment.</p>	<p>On the spring 2018 SAT in the Command of Evidence in the ERBW Subscores portion, Jacobs High School 25.6% of Jacobs High School Black students will achieve the green band. On the Spring 2018 SAT in the Command of Evidence in the ERBW Subscores portion, 0% of JHS black students achieved the green band.</p>	<p>On the spring 2019 SAT in the Command of Evidence in the ERBW Subscores portion, Jacobs High School 33.6% of Jacobs High School Black students will achieve the green band.</p>	<p>On the spring 2020 SAT in the Command of Evidence in the ERBW Subscores portion, Jacobs High School 41.7% of Jacobs High School Black students will achieve the green band.</p>

**Goal #5: Academic Progress**

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

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By the end of the 2019-2020 school year, Jacobs High School student performance will increase by 10% overall to 61.2% in the area of math on the SAT assessment, as compared to 51.2% meeting college readiness benchmark standards on the April 2017 SAT. In the 2017-2018 school year, the increase will be at least 3%; in the 2018-2019 school year, the increase will be at least 3%; and finally, in the 2019-2020 school year, the increase will be 4%.

**Target Group or Subgroup:**

**Low Income:** By the end of the 2019-2020 school year, Jacobs High School low income student performance will increase to 61.2% meeting or exceeding college readiness benchmark standards in the area of math on the SAT assessment.

**IEP:** By the end of the 2019-2020 school year, Jacobs High School IEP student performance will increase to 61.2% meeting or exceeding college readiness benchmark standards in the area of math on the SAT assessment.

**LEP:** By the end of the 2019-2020 school year, Jacobs High School LEP student performance will to 61.2% meeting or exceeding college readiness benchmark standards in the area of math on the SAT assessment.

**Hispanic:** By the end of the 2019-2020 school year, Jacobs High School Hispanic student performance will increase to 61.2% meeting or exceeding college readiness benchmark standards in the area of math on the SAT assessment.

**Black:** By the end of the 2019-2020 school year, Jacobs High School Black student performance will increase to 61.2% meeting or exceeding college readiness benchmark standards in the area of math on the SAT assessment.

**Rationale/Research: (Wiseways or other)**

Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
The Algebra 1 Team will meet to identify students in each of our subgroups 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 over the summer so they can enroll in Honors Algebra 2 their Sophomore year.	Ongoing	F. Wapole	none	n/a	n/a
The Algebra Extension Teachers will utilize the AVID Tutorial Model in their classes. The Math	Ongoing	F. Wapole	none	n/a	n/a



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Division Head will support them in facilitating observations of the AVID classroom, and in facilitating AVID students modeling the tutorial process in Extension classes					
The PLCs will meet to discuss specific skill deficits, and what interventions they can incorporate in their classes to meet those needs.	Ongoing	F. Wapole	none	n/a	n/a
The Resource Algebra 1, Geometry, and Algebra 2 teachers will collaborate with their respective PLCs to ensure they are supporting their students in mastering the priority standards which are aligned to the SAT, as outlined by the D300 Curriculum Team. In addition, the Math Division Head will discuss the scaffolding standards that may be needed for IEP students.	Ongoing	F. Wapole	none	n/a	n/a
The District ELL Coordinator and the Math Director will collaborate to ensure our LEP students receive support from both a guided ASP and from the tutoring center in Math content aligned to the SAT, especially as it relates to academic vocabulary.	Ongoing	F. Wapole	none	n/a	n/a
The language coach will be at Jacobs on Wednesdays. Teachers will utilize the language coach in their classes to collaborate on strategies to help reach ELL students. The language coach will also work with the ELL teacher in her guided ASP to help work with students are struggling in math.					
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Chart student success/failure at each quarter to determine ongoing student achievement.					
Target Group	Baseline Data	Benchmark 1	Benchmark 2	Benchmark 3	

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		(Define date)	(Define date)	(Define date)
Schoolwide	On the 2017 Spring SAT, 51.2% of Jacobs High School students met or exceeded college readiness benchmarks in Mathematics.	On the 2018 Spring SAT Report, 54.2% of Jacobs High School students will meet or exceed college readiness benchmarks in mathematics. On the 2018 spring SAT report, 46% of JHS students met or exceeded college readiness benchmarks in mathematics.	On the 2019 spring SAT Report, 57.2% of Jacobs High School students will meet or exceed college readiness benchmarks in mathematics.	On the 2020 Spring SAT Report, 61.2% of Jacobs High School students will meet or exceed college readiness benchmarks in mathematics.
Low Income	On the 2017 Spring SAT, 36.5% of Jacobs High School low income students met or exceeded college readiness benchmarks in Mathematics.	On the 2018 Spring SAT Report, 44.5% of Jacobs High School low income students will meet or exceed college readiness benchmarks in mathematics. On the 2018 spring SAT report, 25% of JHS low income students met or exceeded college readiness benchmarks in mathematics.	On the 2019 spring SAT Report, 52.5% of Jacobs High School low income students will meet or exceed college readiness benchmarks in mathematics.	On the 2020 Spring SAT Report, 61.2% of Jacobs High School low income students will meet or exceed college readiness benchmarks in mathematics.
IEP	On the 2017 Spring SAT, 2.9% of Jacobs High School IEP students met or exceeded college readiness benchmarks in Mathematics.	On the 2018 Spring SAT Report, 29% of Jacobs High School IEP students will meet or exceed college readiness benchmarks in mathematics. On the 2018 spring SAT	On the 2019 spring SAT Report, 41.3% of Jacobs High School IEP students will meet or exceed college readiness benchmarks in mathematics.	On the 2020 Spring SAT Report, 61.2% of Jacobs High School IEP students will meet or exceed college readiness benchmarks in mathematics.

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		report, 3% of JHS IEP students met or exceeded college readiness benchmarks in mathematics.		
LEP	On the 2017 Spring SAT, 16.7% of Jacobs High School LEP students met or exceeded college readiness benchmarks in Mathematics.	On the 2018 Spring SAT Report, 31.5% of Jacobs High School LEP students will meet or exceed college readiness benchmarks in mathematics. On the 2018 spring SAT report, 13% of JHS LEP students met or exceeded college readiness benchmarks in mathematics.	On the 2019 spring SAT Report, 48.2% of Jacobs High School LEP students will meet or exceed college readiness benchmarks in mathematics.	On the 2020 Spring SAT Report, 61.2% of Jacobs High School LEP students will meet or exceed college readiness benchmarks in mathematics.
Hispanic	On the 2017 Spring SAT, 33.8% of Jacobs High School Hispanic students met or exceeded college readiness benchmarks in Mathematics.	On the 2018 Spring SAT Report, 42.8% of Jacobs High School Hispanic students will meet or exceed college readiness benchmarks in mathematics. On the 2018 spring SAT report, 31% of JHS Hispanic students met or exceeded college readiness benchmarks in mathematics.	On the 2019 spring SAT Report, 51.8% of Jacobs High School Hispanic students will meet or exceed college readiness benchmarks in mathematics.	On the 2020 Spring SAT Report, 61.2% of Jacobs High School Hispanic students will meet or exceed college readiness benchmarks in mathematics.
Black	On the 2017 Spring SAT, 29.4% of Jacobs	On the 2018 Spring SAT Report, 39.4% of	On the 2019 spring SAT Report, 49.4% of Jacobs High School	On the 2020 Spring SAT Report, 61.2% of Jacobs High School Black students will meet

	High School Black students met or exceeded college readiness benchmarks in Mathematics.	Jacobs High School Black students will meet or exceed college readiness benchmarks in mathematics. On the 2018 spring SAT report, 19% of JHS black students met or exceeded college readiness benchmarks in mathematics.	Black students will meet or exceed college readiness benchmarks in mathematics.	or exceed college readiness benchmarks in mathematics.
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<b>Goal #5: Academic Progress</b>					
SIP Goal #5d: <b>Science</b> SMART Goal:					
By the end of the 2019-2020 school year, Jacobs High School student performance will increase by 10% on the Illinois Science Assessment. In the 2017-2018 school year, this increase will be at least 3%; in the 2018-2019 school year, this increase will be at least 3%; and finally, in the 2019-2020 school year, this increase will be at least 4%.					
Target Group or Subgroup:					
Low Income: By the end of the 2018-2019 school year, Jacobs High School low income student performance will increase by 10% overall on the Illinois Science Assessment.					
IEP: By the end of the 2018-2019 school year, Jacobs High School IEP student performance will increase by 10% overall on the Illinois Science Assessment.					
LEP: By the end of the 2018-2019 school year, Jacobs High School LEP student performance will increase by 15% overall on the Illinois Science Assessment.					
Hispanic: By the end of the 2018-2019 school year, Jacobs High School Hispanic student performance will increase by 10% overall on the Illinois Science Assessment.					
Black: By the end of the 2018-2019 school year, Jacobs High School IEP student performance will increase by 10% overall on the Illinois Science Assessment.					
Rationale/Research: (Wiseways or other)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District	Cost:	Funding Source:

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			, Or None		
Continue to implement the NGSS standards into the curriculum	Ongoing	Jeff Brunstrum	none	n/a	n/a
Analyze and review the data from the Illinois Science Assessment and determine the next steps based on the data to improve student understanding of NGSS concepts.	Ongoing	Jeff Brunstrum	none	n/a	n/a
The tutoring center coordinators and science teachers will work to pull D/F grade reports and call students down for tutoring and support as needed.	Ongoing	Jeff Brunstrum	none	n/a	n/a
The Biology PLC team to identify students from subgroups 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.	Ongoing	Jeff Brunstrum	none	n/a	n/a
The Resource Biology and Physical Science teachers will work to ensure they are supporting their students in mastering the standards outlined by the D300 Curriculum Team. These standards are aligned to the NGSS.	Ongoing	Jeff Brunstrum	none	n/a	n/a
The District ELL Coordinator, Science Director, and ELL teacher will collaborate to ensure our LEP students receive support from a guided ASP and in the classroom in Science content aligned to NGSS.	Ongoing	Jeff Brunstrum	none	n/a	n/a
<b>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</b>					
Chart student success/failure at each quarter to determine ongoing student achievement.					
Target Group	Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)	
Schoolwide	On the 2015-2016 ISA Assessment, 47% of JHS students met or exceeded expectations.	On the 2016-2017 ISA assessment, 3% more Jacobs High School students will meet or exceed expectations.	On the 2017-2018 ISA assessment, 3% more Jacobs High School students will meet or exceed expectations.	On the 2018-2019 ISA assessment, 4% more Jacobs High School students will meet or exceed expectations.	

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		On the 2016-2017 ISA Assessment, 48% of JHS students met or exceeded expectations.		
Low Income	On the 2015-2016 ISA Assessment, 27% of JHS Low Income students met or exceeded expectations.	On the 2016-2017 ISA assessment, 3% more Jacobs High School low income students will meet or exceed expectations. On the 2016-2017 ISA Assessment, 30% of JHS low income students met or exceeded expectations.	On the 2017-2018 ISA assessment, 3% more Jacobs High School low income students will meet or exceed expectations.	On the 2018-2019 ISA assessment, 4% more Jacobs High School low income students will meet or exceed expectations.
IEP	On the 2015-2016 ISA Assessment, 13% of JHS IEP students met or exceeded expectations.	On the 2016-2017 ISA assessment, 3% more Jacobs High School IEP students will meet or exceed expectations. On the 2016-2017 ISA Assessment, 8% of JHS IEP students met or exceeded expectations.	On the 2017-2018 ISA assessment, 3% more Jacobs High School IEP students will meet or exceed expectations.	On the 2018-2019 ISA assessment, 4% more Jacobs High School IEP students will meet or exceed expectations.
LEP	On the 2015-2016 ISA Assessment, 8% of JHS LEP students met or exceeded expectations.	On the 2016-2017 ISA assessment, 3% more Jacobs High School LEP students will meet or exceed expectations. On the 2016-2017 ISA Assessment, 0% of JHS LEP students met or exceeded expectations.	On the 2017-2018 ISA assessment, 3% more Jacobs High School LEP students will meet or exceed expectations.	On the 2018-2019 ISA assessment, 4% more Jacobs High School LEP students will meet or exceed expectations.
Hispanic	On the 2015-2016 ISA Assessment, 32% of	On the 2016-2017 ISA assessment, 3% more	On the 2017-2018 ISA assessment, 3% more Jacobs	On the 2018-2019 ISA assessment, 4% more Jacobs High School Hispanic students will

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	JHS Hispanic students met or exceeded expectations.	Jacobs High School Hispanic students will meet or exceed expectations. On the 2016-2017 ISA Assessment, 38% of JHS Hispanic students met or exceeded expectations.	High School Hispanic students will meet or exceed expectations.	meet or exceed expectations.
Black	On the 2015-2016 ISA Assessment, 11% of JHS Black students met or exceeded expectations.	On the 2016-2017 ISA assessment, 3% more Jacobs High School Black students will meet or exceed expectations. On the 2016-2017 ISA Assessment, 0% of JHS black students met or exceeded expectations.	On the 2017-2018 ISA assessment, 3% more Jacobs High School Black students will meet or exceed expectations.	On the 2018-2019 ISA assessment, 4% more Jacobs High School Black students will meet or exceed expectations.