

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



School Name	Liberty Elementary School 6500 Miller Rd. Carpentersville, IL 60110 School Phone: 224-484-4800	8-27-18
Principal Name	Bob Chleboun	
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	Angie Herrenbruck: Kindergarten Teacher, Renee Repenning: Kindergarten Teacher, Mary Corbett: Grade 2 Teacher, Kate Nangle: Grade 3 Teacher, Kelley Calabrese: Grade 4 Teacher, Bri Fowler: Grade 5 Teacher, Rachel Zbilden: Special Education Teacher, Patrick Kleparski: Specials Teacher, Sarah Kedroski: Assistant Principal, Lynette Gordon: PTO President, Deena Sledge: PTO Vice President,, Danielle Nielson: PTO Secretary, Erin Weingart: PTO Treasurer, Kim Harr: PTO Social Coordinator	
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					
Liberty Elementary School will demonstrate improvement on the 5-Essential Survey in the area of Collaborative Teachers under the category of Collaborative Practices by moving from Less Implementation in 2016-17 (1) to Average Implementation (40).					
Target Group or Subgroup:					
PLC Leadership Team and all Instructional Staff					
Rationale/Research: (Wiseways or other)					
<p>The Art & Science of Teaching / Making the Most of Instructional Rounds</p> <p>Robert J. Marzano Instructional rounds are one of the most valuable tools that a school or district can use to enhance teachers' pedagogical skills and develop a culture of collaboration. The goal of instructional rounds isn't to provide feedback to the teacher being observed, although this is an option if the observed teacher so desires. Rather, the primary purpose is for observing teachers to compare their own instructional practices with those of the teachers they observe. The chief benefit of this approach resides in the discussion that takes place among observing teachers at the end of the observation as well as in subsequent self-reflection.</p> <p>How Professional Learning Communities Benefit Students and Teachers <i>Shirley Hord, Learning Forward's scholar laureate, has focused her career on research about and practice of effective professional learning communities.</i> http://blogs.edweek.org/edweek/learning_forwards_pd_watch/2015/08/how_professional_learning_communities_benefit_students_and_teachers.html</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:
Liberty will enhance its involvement in its own building based instructional rounding process by offering up to two internal instructional rounding opportunities for all certified staff.	Rounding #1 by 11/5/18 Rounding #2 by 4/30/19	Principal , Instructional Staff	School	Floating subs based on number of participants	Building Budget
Administration will work with staff that complete the 5-Essentials survey to review past data in order to clarify that new responses reflect an accurate portrayal of Liberty's building climate.	Prior 2018 survey window- Early November 2018	Principal, Assistant Principal	School	None	None
Additional Liberty staff members will be trained on PLC s to expand the understanding and practices of effectively incorporating a PLC based collaborative culture.	7/30-7/31/18	Principal	District	District Funded	District Funded
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					

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<ul style="list-style-type: none"> • Results of 5 Essentials area of Collective Practices data as completed by Liberty staff • Instructional rounding participation numbers and feedback 			
Baseline Data	Benchmark 1	Benchmark 2	Benchmark 3
May 2017 5- Essentials Survey	May 2018 5E Survey Data	January 2019 Teacher Feedback	May 2019 5E Survey Data

District Goal #2: Engage Family and Community					
SIP Goal #2: SMART Goal					
Liberty School will demonstrate improvement in the area of Parent Involvement in school on the 5-Essentials Survey by increasing from Average Implementation (54) in 2016-17 to More Implementation (60) in 2018-19.					
Target Group or Subgroup:					
Liberty Parents, children, instructional staff					
Rationale/Research: (Wiseways or other)					
Family Liaison Officers (FLOs) are line managed in their individual schools by their headteachers.					
Parental influences have a powerful effect upon children's attitudes, achievements and life outcomes. The role of the FLO is to assist in tackling underachievement by working in partnership with families, parents, carers and pupils in a school context to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation.					
The FLO works directly with parents in a non-judgmental way empowering them and their families to get the most out of the educational opportunities available.					
http://www.kelsi.org.uk/support-for-children-and-young-people/support-for-schools/family-liaison-officers					
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:
Using her training and experience in working with Title schools last year, the Liberty Family School Liaison will collaborate with second language families to serve as a resource to increase the level of parental involvement in school based events.	9/30/18	Principal, Family School Liaison	District through Title 1 trainings	District Funded	District Funded

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Identify opportunities for Family School Liaison to work closely with EL (English Language) subgroup population to build a support system between school and home. Ex: Serve as Check In/Check Out-CICO student advisor and work with Bilingual Parent Advisory Council (BPAC) president to network with Liberty second language families.	5/1/19	Principal, Family School Liaison	None	None	District Funded
Continue to provide communication and technology access to parents at the building level to increase parent participation levels in completion of 18/19 5-Essentials Survey.	November 2018 prior to opening of 5 Essentials parent survey window	Principal, Assistant Principal, FSL	School	None	None
Staff will utilize technology resources to communicate with families specific to academic programming at Liberty Elementary School.	9/1/2018	School Staff	School	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
By reviewing outcome of 2018/2019 5-Essential parent survey results By monitoring parental turnout at various school based activities such as Fun Fair, Reading Night, etc.					
Baseline Data	Benchmark 1	Benchmark 2	Benchmark 3		
May 2017 5E Survey Data	May 2018 5E Survey Data	January 2019 Teacher Feedback	May 2019 5E Survey Data		

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District Goal #3: Equitable and Efficient Use of Resources					
SIP Goal #3: SMART Goal					
Liberty School will demonstrate improvement on the 5-Essentials survey in the area of Teacher Influence by moving from Less Implementation (35) in 2016-17 to Average Implementation (40) in 2018-19.					
Target Group or Subgroup:					
Instructional Staff					
Rationale/Research: (Wiseways or other)					
<p><i>10 Things Teachers Want in Professional Development</i> 1. Teachers want a voice and choice in the PD offered. 2. Teachers want PD that is relevant for their students., 3. Teachers want PD they can use right away. 4. Teachers want PD that is conducted by professionals with classroom experience. 5. Teachers want PD that is innovative and creative. 6. Teachers want PD that makes them better teachers. 7. Teachers want PD that is practical and not theoretical. 8. Teachers want PD that allows them to collaborate and speak honestly. 9. Teachers want PD that will be relevant for a long time. 10. Teachers want Admin to attend and participate in the PD sessions.</p> <p>http://plpnetwork.com/2015/08/28/10-teachers-professional-development/</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:
By working in collaboration with classroom teachers, the new Liberty media teacher will identify book titles to purchase to enhance the selection of second language titles for EL (English Language) students.	9/30/18	Media Teacher, Instructional Staff, TPI and Dual Language teachers	School	\$1,000 of library budget	Building budget
The Liberty Reading Teacher and Reading Interventionist will inventory and re-organize the leveled library to help promote increased usage of leveled literacy materials by classroom teachers.	June 14, 15, and 21, 2018	Reading Teacher and Reading Interventionist	School	\$1,100	Building budget
The building principal will review available resources for the school to make purchases to enhance the programming at Liberty Elementary School.	October 2018	Building Principal	School	\$5000	Building budget
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
<ul style="list-style-type: none"> ● Upon purchase of new second language book titles, media teacher and media para will identify frequency of books being checked out ● Keep data on the number of teachers checking out materials from the leveled library throughout the school-year 					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3		

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May 2017 5E Survey Data	May 2018 5E Survey Data	February 2019 Teacher Leader Feedback	May 2019 5E Survey Data
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District Goal #4: Develop the Whole Child					
SIP Goal #4: SMART Goal					
Liberty Elementary School will demonstrate improvement in the area of Collective Responsibility on the 5 Essential Survey by moving from Less Implementation (31) in 2016-17 to Average Implementation (40) in 2018-19.					
Target Group or Subgroup:					
All teachers taking survey					
Rationale/Research: (Wiseways or other)					
School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory					
A 3 year report analyzes Liberty Elementary School's level of implementation in topics covering: Discipline Policies, Professional Development, Faculty Involvement, Data Based Decision Making, etc. The report provides a baseline of what Liberty has been successful with and what it needs to improve on.					
Strategies/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:
Liberty Family School Liaison and the newly hired school social worker will work in tandem to implement a proactive attendance plan targeted towards at least 10 % of students that displayed chronic absenteeism and tardiness from the 17/18 school year.	Quarterly checks Oct. 12, Dec. 21, March 15, May 23, 2019	Family School Liaison, Social Worker, Assistant Principal	School	None to school	None
Liberty teachers will teach Second Step and PBIS activities focused on promoting positive behaviors, behavioral strategies, and communication methods towards unacceptable behaviors.	8/31/18	Instructional Staff, Social Workers	School	None	None
Implement rotation activities to train students on expected behaviors in various parts of the school setting (lunchroom, playground, hallway, bathroom, etc.).	August 15 and 16, 2018	Assistant Principal, Instructional Staff	School	None	None
Liberty administration will work closely with the ARAMARK lead monitor to support implementation of best practices in managing student behavior in lunchtime settings.	August 15 and 16, 2018	Administration, Aramark Staff	School	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					

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Quarterly attendance checks comparing previous year's attendance to current year				
Baseline Data	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
<ul style="list-style-type: none"> Attendance 17-18 of 10% of students with highest levels of chronic absenteeism and tardies. Student lunchtime behavioral referral data compared to 17/18 school year. 2017 5E Survey Data 	End of quarter 1 October 12, 2018 2018 5E Data	End of quarter 2 December 21, 2018	End of quarter 3 March 15, 2019 May 2019 5E Data	End of quarter 4 May 23, 2019

Goal #5: Academic Progress					
SIP Goal #5a: ELA (Reading) SMART Goal:					
By the end of the 2018-2019 school year, Liberty Elementary School student performance will increase by 10% overall in the area of reading on the PARCC assessment, as compared to 33% of students meeting or exceeding standards on the 15-16 PARCC assessment schoolwide. 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 an overall growth of at least 10% by the end of this three year period (43% meeting or exceeding standards).					
Target Group or Subgroup:					
<ul style="list-style-type: none"> Low Income: This subgroup will reach 43% proficiency in 2018-2019 as compared to 18% proficiency in 2015/2016 (increase 25%) IEP: This subgroup will reach 43% proficiency in 2018-2019 as compared to 3% proficiency in 2015/2016 (increase 40%) LEP: This subgroup will reach 43% proficiency in 2018-2019 as compared to 9% proficiency in 2015/2016 (increase 34%) Hispanic: This subgroup will reach 43% proficiency in 2018-2019 as compared to 17% proficiency in 2015/2016 (increase 26%) Black: This subgroup will reach 43% proficiency in 2018-2019 as compared to 6% proficiency in 2015/2016 (increase 37%) 					
Rationale/Research: (Wiseways or other)					
Reading data on the PARCC assessment identifies a need for continuous improvement.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
Expand the delivery of an effective coaching model where the Literacy Teacher works with classroom teachers and special education teachers to enhance literacy instruction.	August 27, 2018 and ongoing	Reading Teacher, Reading Coach, Instructional Staff	School	Substitute cost once/week to cover	Building budget

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				reading teacher	
The new English Language (EL) Coach will work with general education classroom teachers to co-teach and model lessons, analyze EL data, and share best practices in working with second language students.	September 2018 and ongoing	EL Language Coach, Instructional Staff	School	None	None
The new English as a Second Language (ESL) Interventionist will work with teachers and second language students to provide support by using the new literacy program, Scholastic en Espanol.	October 2018 and ongoing	Principal, Instructional Staff	School	None	None
Teachers will provide students with purposeful literacy based learning experiences by increasing their questioning skills through ongoing use of Costas Levels of Questioning.	September 2018 and ongoing	Principal, Instructional Staff	School	None	None
The building administration will work with the District 300 Department of Assessment and Accountability to identify students who receive EL and Special Education services who are not meeting standards. District Coaches will work collaboratively with staff who service EL students and/or students with IEPs	October 2018	Principal, District Staff, Liberty Teachers, Coaches	School	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
<ul style="list-style-type: none"> ● Review various assessment results of PARCC, iReady, Galileo, and ACCESS for ELLs ● Review amount of teachers scheduled to participate in coaching sessions 					
Target Group	Baseline Data 15/16	Benchmark 1 16/17)	Benchmark 2 17/18	Benchmark 3 18/19 (Target)	
Schoolwide	33	31	35	43	
Low Income	18	16	24	43	
IEP	3	9	12	43	
LEP	9	11	7	43	
Hispanic	17	19	20	43	
Black	6	13	11	43	

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Goal #5: Academic Progress					
SIP Goal #5b: ELA (Writing) SMART Goal:					
<p>By the end of the 2018-2019 school year, Liberty Elementary School student writing performance will increase by 10% of the possible 60 points (6 point growth) in the average writing scale score on the PARCC assessment. In the 2015-2016 school year, the Liberty Elementary School average writing scale score was 28. In the 2016-2017 school year, this increase will be at least 3% (2 points); in the 2017-2018 school year, this increase will be an additional 3% (2 points); and finally, in the 2018-2019 school year, this increase will be at least 4% (2 points) - for an overall growth of at least 10% (6 points) by the end of the three year period (average of 34 writing scale score on the 18-19 PARCC assessment).</p>					
Target Group or Subgroup:					
<ul style="list-style-type: none"> ● Low Income: This subgroup will reach a scale score of 34 average in 2018-2019 as compared to a scale score of 25 average in 2015/2016 (increase 9) ● IEP: This subgroup will reach a scale score of 34 average in 2018-2019 as compared to a scale score of 20 average in 2015/2016 (increase 14) ● LEP: This subgroup will reach 34 average in 2018-2019 as compared to scale score of 23 average in 2015/2016 (increase 11) ● Hispanic: This subgroup will reach 34 scale score average in 2018-2019 as compared to 25 scale score average in 2015/2016 (9 increase) ● Black: This subgroup will reach 34 average scale score in 2018-2019 as compared to 20 scale score average in 2015/2016 (increase 14) 					
Rationale/Research: (Wiseways or other)					
<p>ELA Writing data on PARCC identifies a need for continuous improvement. While our level of proficiency is in line with that of the district average, more than half of our students are not meeting grade level standards as indicated on the 2015-2016 PARCC assessment.</p>					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
The new English Language (EL) Coach will work with general education classroom teachers to co-teach and model writing lessons and share best writing practices in working with second language students.	September 2018 and ongoing	Reading Teacher and Instructional Staff	District PD	District Funded	District Funded
Common writing assessments (scored with the common District rubric) will be implemented in Google Docs and teachers will provide students with digital feedback.	September 24, 2018 early release (Teachers trained)	Principal, District Admin, Reading Teacher, Reading Interventionist	District PD	District Funded	District Funded
Teachers will participate in professional development activities and implement the writing frameworks with fidelity with an emphasis on priority standards.	Ongoing early release days	Instructional Staff	District PD	None	None
Literacy teacher will offer coaching opportunities in the general education classrooms as needed based on survey information of writing needs provided by staff.	September 24, 2018 ongoing	Reading Teacher and Instructional Staff	School	Half day sub cost	Building Budget

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Monitoring Plan: How will you monitor the effectiveness of your strategy/action?				
Various types of writing assessment data including PARCC, ACCESS for ELLs, and Wonders				
Target Group	Baseline Data PARCC ELA Writing Assessment 2015/2016	Benchmark 1 PARCC ELA Writing Assessment 2016/2017	Benchmark 2 PARCC ELA Writing Assessment 2017/2018	Benchmark 3 PARCC ELA Writing Assessment 2018/2019 (Target)
Schoolwide	28	28	28	34
Low Income	25	25	26	34
IEP	20	22	22	34
LEP	23	24	23	34
Hispanic	25	26	26	34
Black	20	22	24	34

Goal #5: Academic Progress
SIP Goal #5c: Mathematics SMART Goal:
By the end of the 2018-2019 school year, Liberty Elementary School student performance will increase by 10% overall in the area of math on the PARCC assessment, as compared to 42% of students meeting or exceeding standards on the 15-16 PARCC assessment schoolwide. 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 an overall growth of at least 10% (52%) by the end of this three year period.
Target Group or Subgroup:
<ul style="list-style-type: none"> ● Low Income: This subgroup will reach 52% math proficiency in 2018-2019 as compared to 26% proficiency in 2015/2016 (increase 25%) ● IEP: This subgroup will reach 52% math proficiency in 2018-2019 as compared to 3% proficiency in 2015/2016 (increase 49%) ● LEP: This subgroup will reach 52% math proficiency in 2018-2019 as compared to 20% proficiency in 2015/2016 (increase 31%) ● Hispanic: This subgroup will reach 52% math proficiency in 2018-2019 as compared to 30% proficiency in 2015/2016 (increase 21%) ● Black: This subgroup will reach 52% math proficiency in 2018-2019 as compared to 12% proficiency in 2015/2016 (increase 39%)
Rationale/Research: (Wiseways or other)
Math data on PARCC identifies a need for continuous improvement.

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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:
Ongoing, targeted support for Math curriculum and instruction will be provided by new district math coach to special education staff in order to enhance strategies to increase student outcomes.	September 2018 and ongoing	Math Coach, Instructional Staff	District PD	District Funded	District Funded
Teachers will emphasize D300 iReady Intentional Usage Plan to promote an increase in student pass rates on lessons completed in class and at home.	August 18, 2018 and ongoing	Principal, Grade Level Math Teachers	District PD	District Funded	District Funded
Teachers will provide students with purposeful mathematical learning experiences by providing students with the opportunities and skills to engage in purposeful math talks to promote a deeper understanding of math concepts.	August 11, 2018 and ongoing	Principal, Instructional Staff	School	None	None
Teachers will further develop math talk with an intentional focus on providing students with look-fors so that they can critique reasoning and construct viable arguments.	September 2018 and ongoing	Principal, Grade Level Math Teachers	District PD	District Funded	District Funded
Utilize \$6,000 provided by Superintendent Heid to develop after school Math Club using iReady data to target students needing support in numbers & operations and algebra & algebraic thinking.	Following data review meetings in Fall 2018 and Winter 2019	Principal, Grade Level Math Teachers	School	District Funded	District Funded
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
<ul style="list-style-type: none"> ● Various types of assessment data will be reviewed including PARCC, iReady, ACCESS for ELLs, data review meeting notes, student roster data for intervention groups provided by math interventionist ● Review number of teachers that participate in coaching sessions 					
Target Group	Baseline Data PARCC Assessment 2015- 2016	Benchmark 1 PARCC Assessment 2016- 2017	Benchmark 2 PARCC Assessment 2017/2018	Benchmark 3 PARCC Assessment 2018/2019 (Target)	
Schoolwide	42	31	41	52	
Low Income	26	15	25	52	
IEP	3	14	17	52	
LEP	20	9	11	52	

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Hispanic	30	17	24	52
Black	12	13	28	52

Goal #5: Academic Progress					
SIP Goal #5d: Science SMART Goal:					
By the end of the 2018-19 school year, Liberty Elementary School student performance will increase by 10% overall on the Illinois Science Assessment (ISA), as compared to baseline data (61% meets/exceeds) obtained from the 2015-16 Illinois Science Assessment. In the 2016-17 school year, this increase will be at least 3%; in the 2017-18 school year, this increase will be an additional 3%; and finally, in the 2018-19 school year, this increase will be at least 4% - for overall growth of at least 10% (at least 71% meets/exceeds) by the end of this three year period.					
Target Group or Subgroup: All Students					
<ul style="list-style-type: none"> ● Low Income Subgroup: By the end of the 2018-19 school year, student performance will increase in the area of Science on the Illinois Science Assessment so that students in this subgroup meet the school wide average of 71% ● IEP: By the end of the 2018-19 school year, student performance will increase in the area of Science on the Illinois Science Assessment so that students in this subgroup meet the school wide average of 71% ● LEP: By the end of the 2018-19 school year, student performance will increase by an overall percentage in the area of Science on the Illinois Science Assessment so that students in this subgroup meet the school wide average of 71%. ● Hispanic: By the end of the 2018-19 school year, student performance will increase by an overall percentage in the area of Science on the Illinois Science Assessment so that students in this subgroup meet the school wide average of 71% ● Black: By the end of the 2018-19 school year, student performance will increase by an overall percentage in the area of Science on the Illinois Science Assessment so that students in this subgroup meet the school wide average of 71% 					
Rationale/Research: (Wiseways or other)					
With the implementation of the Illinois State Science Assessment (ISSA) in the 2015-2016 school year, it will be critical to gauge the growth and performance of students in the area of science on an annual basis.					
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 place emphasis on practices of Drive 300 emphasizing Costas Rigor and Relevance Framework in order to provide students with purposeful learning experience.	August 13, 2018	District Admin, Instructional Staff	School	None	None
Classroom instruction will demonstrate alignment with NGSS through the incorporation of instruction following the 5-E	September 2018	Principal, STEM Teacher, Instructional Staff	School	None	None

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model (Engage, Explore, Explain, Elaborate, Evaluate) over the course of a unit of study.					
Classroom instruction will demonstrate alignment with NGSS through the incorporation of Crosscutting Concepts (CCC) that align with the topic (patterns, cause/effect, scale, proportion, quantity, energy and matter, structure and function, and stability and change).	September 2018	Principal, STEM Teacher, Instructional Staff	School	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
<ul style="list-style-type: none"> ISA results, STEM performance reports, data review meeting notes 					
Target Group	Baseline Data 15/16	Benchmark 1 16/17	Benchmark 2 17/18	Benchmark 3 18/19	
Schoolwide	61% proficient	55% proficient	56% proficient	% proficient	
Low Income	49% proficient	36% proficient	41% proficient	% proficient	
IEP	10% proficient	13% proficient	25% proficient	% proficient	
LEP	67% proficient	0% proficient	17% proficient	% proficient	
Hispanic	51% proficient	43% proficient	38% proficient	% proficient	
Black	25% proficient	33% proficient	40% proficient	% proficient	