

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



School Name	Meadowdale Elementary School
Principal Name	Dr. Martina Smith
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	Kiyo Johnson, Kindergarten Dawn Wolber, 1st Grade Leon Suarez, 2nd Grade Heather Mather, 3rd Grade Jennifer Moore, 4th Grade Caitlin Martens, 5th Grade Amanda Suarez, Resource Teacher Christina Rayner, Literacy Teacher Kayla Larson, Parent Dr. Martina Smith, Principal
Cabinet Member Signature and Date	
Superintendent Signature and Date	
Board President Signature and Date	

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

<b>District Goal #1: Develop Great Teachers and Leaders</b>					
SIP Goal #1: SMART Goal					
The Meadowdale School Staff will demonstrate improvement in the area of “Collaborative Teachers” by increasing from average implementation which was 58% to more implementation which is 60% as measured by the 2018-19 5Essentials Survey.					
Target Group or Subgroup:					
Meadowdale Certified Staff.					
Rationale/Research: (Wiseways or other)					
Teachers are organized into grade-level cluster, or subject-area Instructional Teams. (Wise Ways Indicator # 1171) Instructional teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data (Wise Ways Indicator #1173) Instructional teams develop standards-aligned units of instruction for each subject and grade level. (Wise Ways Indicator #1045) All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (Wise Ways Indicator #1063) Units of instruction include specific learning activities aligned to objectives. (Wise Ways Indicator #1083) Instructional teams use student learning data to identify students in need of instructional support or enhancement (Wise Ways Indicator #1061)					
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:
PLCs will use a data protocol when analyzing summative & formative data provided through to make an instructional action plan & smart goal.	May 2019	Principal & school leadership team	School	None	N/A
Teachers will observe another teacher's classroom to offer feedback and improve their own instruction based on the focus areas identified through Drive 300: Questioning & Feedback.	May 2019	Principal, content directors, & Coaches	School & District	6 subs = \$660	Building Budget
Certified staff professional learning communities to include a special education teacher on each team will meet for a minimum of two hours per month.	Ongoing-May 2019	Principal, education services specialist, leadership team, and teachers	School & District	\$12,000	SIG Grant
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Grade levels professional learning community agendas and minutes, grade level PLC data norms, grade level SMART Goals, data protocols, critical issues surveys for PLCs at BOY & EOY, and Drive 300 activities.					
Baseline Data 2015	Benchmark 1 2017	Benchmark 2 2018	Benchmark 3 2019		
5Essentials Survey 2015 Least Implementation in “Collaborative Teachers” Score of 9	5Essentials Survey 2017 Less Implementation in “Collaborative Teachers” Score of 35	5Essentials Survey 2018 Average Implementation in “Collaborative Teachers” Score of 58	5Essentials Survey 2019 Most Implementation in “Collaborative Teachers” Increase to 60		

<b>District Goal #2: Engage Family and Community</b>
SIP Goal #2: SMART Goal

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Meadowdale Elementary School will demonstrate improvement in the area of “Involved Families” by increasing from Average Implementation which was 53% to More Implementation which is 60% as measured by the 2018-19 Illinois 5Essentials Survey.					
<b>Target Group or Subgroup:</b>					
Meadowdale Elementary School Staff and Families					
<b>Rationale/Research: (Wiseways or other)</b>					
School leadership and primary caregivers engage in regular communication to provide mutual support and guidance between home and school for all aspects of student learning. (Wise Way Indicator #2341)					
The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (Wise Way Indicator #1115)					
The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (Wise Way Indicator #1155)					
The principal offers frequent opportunities for stakeholders to voice constructive critique of the school’s progress and suggestions for improvement. (Wise Way Indicator #1034)					
All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students. (Wise Way Indicator #2353)					
<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: School, District, Or none</b>	<b>Cost:</b>	<b>Funding Source:</b>
Meadowdale will host one literacy and one math night to deepen knowledge in balanced literacy, biliteracy, & progression standards.	November 2018 March 2019	Principal, family school liaison, staff, coaches	None	\$1,000	Title Budget
Family School Liaisons will keep parents informed on community events through each school’s monthly newsletter/website.	On-going through May 2019	Principal, family school liaison, staff,	District	None	N/A
Title I family school liaisons will work together to plan a minimum of 3 activities for all Title I buildings for the 2017-2018 and 2018-2019 school year based on the 2017 parent survey.	On-going through May 2019	Director of Title Grants & Family School Liaisons	District	TBD	Title Budget
<b>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</b>					
Parent survey results, teacher feedback results, parent sign-in sheets, % of parents who attend conferences					
<b>Baseline Data 2015</b>	<b>Benchmark 1 2017</b>	<b>Benchmark 2 2018</b>	<b>Benchmark 3 2019</b>		
5Essentials Survey 2015 “Least Implementation” in “Involved Families” Score of 13	5Essentials Survey 2017 “Less Implementation” in “Involved Families” Score of 38	5Essentials Survey 2018 “Average Implementation” in “Involved Families” Score of 53	5Essentials Survey 2019 Most Implementation in “Involved Families” Increase to 60		

<b>District Goal #3: Equitable and Efficient Use of Resources</b>
<b>SIP Goal #3: SMART Goal</b>
Meadowdale School will demonstrate improvement in the area of “Teacher Influence”, by increasing from Average Implementation which was 44% to More Implementation which is 60% as measured by the 2018-19 Illinois 5Essentials Survey.
<b>Target Group or Subgroup:</b>
Meadowdale Certified Staff
<b>Rationale/Research: (Wiseways or other)</b>
All teams have written statements of purpose and guidelines for their operation. (Wise Ways Indicator #1013)

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School Leadership identifies and allocates/re-allocates resources needed for Learning Supports' implementation. (Wise Ways Indicator #2344)					
The principal offers frequent opportunities for stakeholders to voice constructive critique of the school's progress and suggestions for improvement. (Wise Ways Indicator #1034)					
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:
Each grade level will use grade level funds to purchase supplementary instructional resources to support tiered instruction for each subgroup. Formative grade level data will help measure the effectiveness of the supplementary resource.	September 2018	Principal, coaches, & certified staff	School	\$1,000	Building Budget
Principal will provide at least two formal opportunities for teachers to provide feedback and input into the school's progress towards growth and offer suggestions for improvement for each subgroup.	September 2018 December 2018 May 2019	Principals, coaches, & certified staff	None	None	N/A
Grade levels will plan two educational based field trips that are aligned to the Common Core State Standards and are designed to enhance students' learning experiences.	October 2018- May 2019	Principal, family school liaison, and staff	None	\$5,000	Title I Budget
<b>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</b>					
Summative & formative grade level data, grade level SMART goals & field trip planning documents					
Baseline Data 2015	Benchmark 1 2017	Benchmark 2 2018	Benchmark 3 2019		
5Essentials Survey 2015 "Less Implementation" in "Teacher Influence" Score of 31	5Essentials Survey 2017 "Less Implementation" in "Teacher Influence" Score of 36	5Essentials Survey 2018 "Average Implementation" in "Teacher Influence" Score 44	5Essentials Survey 2019 "More Implementation" in "Teacher Influence" Increase to 60		

<b>District Goal #4: Develop the Whole Child</b>					
SIP Goal #4: SMART Goal					
"Meadowdale School will demonstrate improvement in the area of "Collective Responsibility" by increasing from Average Implementation which was 51% to More Implementation which is 60% as measured by the 2018-19 5 Essentials Survey."					
Target Group or Subgroup:					
Meadowdale Elementary School Staff and Students					
Rationale/Research: (Wiseways or other)					
The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students. (Wise Ways Indicator #2351)					
The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (Wise Ways Indicator #2348)					
The school culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (Wise Ways Indicator #2352)					
All school personnel actively model and foster a positive school environment where students feel valued and are challenged to be engaged and grow cognitively. (Wise Ways Indicator #2346)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or none	Cost:	Funding Source:

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The Devereux Student Strengths Assessment (DESSA) will be administered to identify students who need Tier II interventions for social emotional support. (i.e.: Check-in/Checkout)	Ongoing through May 2019	Principal, PBIS teams, social worker, & staff	School	None	N/A
Students will be targeted by tier and subgroup to attend after school intervention programming for math & literacy support. Five general education teachers & one teacher will be hired to work with the special education students in the program.	August 2018-May 2019	Principal, coaches, education services specialist, teachers	School	\$5,000 \$3,000	Title SIG Grant
PBIS Tier 2 will monitor student attendance rates and select students approaching chronic absenteeism to be on Attendance CICO. The tier II PBIS team will monitor students' progress on Attendance CICO.	Ongoing through May 2019	Principal, PBIS teams, social worker, & staff	School	None	N/A

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

The Devereux Student Strengths Assessment (DESSA) screener will administered at least twice a year, PBIS tier I & II agendas & minutes, and after school planning and monitoring documents.

Baseline Data 2015	Benchmark 1 2017	Benchmark 2 2018	Benchmark 2 2019
5Essentials Survey 2015 Least Implementation in "Collective Responsibility" Score of 1	5Essentials Survey 2017 Less Implementation in "Collective Responsibility" Score of 28	5Essentials Survey 2018 Average Implementation in "Collective Responsibility" Score of 51	5Essentials Survey 2019 Average Implementation in "Collective Responsibility" Increase to 60

**Goal #5: Academic Progress**

**SIP Goal #5a: ELA (Reading) SMART Goal:**

Meadowdale Elementary School will increase the percentage of students meeting or exceeding on the PARCC English Language Arts assessment in all subgroups from 13% in 2016 to the District average of 33% by 2019. In the 2016-17 school year, the increase was 4% to 17% meeting & exceeding and 15% meeting & exceeding in the 2017-18 school year. During the 2018-19 school year, there will be an overall growth of at least 21% by the end of the three year period.

**Target Group or Subgroup:**

Low Income: 13% (2016) 16% (2017) 16% (2018) 33% (2019)

IEP: 4% (2016) 0% (2017) 0% (2018) 33% (2019)

LEP: 5% (2016) 7% (2017) 7% (2018) 33% (2019)

Hispanic: 11% (2016) 16% (2017) 14% (2018) 33% (2019)

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

Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator #1061)

Instructional Teams use student learning data to plan instruction. (Wise Ways Indicator #1060)

Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (Wise Ways Indicator #1057)

Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (Wise Ways Indicator #1062)

Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or none	Cost:	Funding Source:
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Grade level PLCs will plan for independent literacy centers using skill specific resources to provide activities to fill in the gaps for the skill students are struggling with.	On-going May 2019	Principal, education services specialist, literacy coach, teachers, interventionists, Director of Literacy	District	None	N/A
Teachers will receive ongoing professional development and implement research-based instructional strategies through Drive 300.	On-going May 2019	Principal, literacy coach, teachers, interventionists	District & School	None	N/A
Grade level Professional Learning Communities with the support of the literacy & dual language coaches will utilize a data protocol to analyze formative assessment data to make small group decisions for all subgroups giving priority to tier 3 & special education groups.	On-going May 2019	Principal, education services specialist, literacy coach, teachers, interventionists	School	None	N/A
Teacher will implement and support the WIN time giving priority to lowest performing students by subgroup. Teachers in grades K-2 will implement targeted phonics instruction using Wonderworks while teachers in grade 3-5 will implement targeted comprehension instruction.	On-going May 2019	Principal, literacy coach, teachers, interventionists	District & School	None	N/A
Dual Language teachers will receive ongoing professional development and implement research-based high yield dual language teaching strategies with a focus on Total Physical Response, bridging vocabulary and extension learning time.	On-going May 2019	Principal, dual language coach, literacy coach teachers, interventionists	District	None	N/A
<b>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</b>					
Grade level Professional Learning Communities meeting agendas and minutes, informal walkthroughs, formal observations, data review goals & outcomes, data spreadsheets, iReady data, PARCC data, Access Data, District Summatives					
Baseline Data	Benchmark 1 2016-17	Benchmark 2 2017-2018	Benchmark 3 2018-2019		
PARCC 2016 13% meeting & exceeding	PARCC 2017 17% meeting & exceeding	PARCC 2018 15% meeting & exceeding	PARCC 2019 34% meeting & exceeding		

<b>Goal #5: Academic Progress</b>
<b>SIP Goal #5b: ELA (Writing) SMART Goal:</b>
Meadowdale Elementary School will increase the percentage of students meeting or exceeding on the PARCC writing assessment in all subgroups from 23.5% in 2016 to the District average of 29% by 2019. In the 2016-17 school year, 24.7% meeting & exceeding and finally, in the 2018-19 school year, this increase will be at least 2.85% for an overall growth of at least 5.7% by the end of this three year period.
<b>Target Group or Subgroup:</b>
Low Income: 23.6% (2016) 24% (2017) 26.5% (2018) 29% (2019) IEP: 16.3% (2016) 17.1% (2017) 23.05% (2018) 29% (2019) LEP: 21.7% (2016) 21.6% (2017) 25.3 % (2018) 29% (2019) Hispanic: 23.5% (2016) 25% (2017) 27% % (2018) 29% (2019)
<b>Rationale/Research: (Wiseways or other)</b>
Instructional Teams use student learning data to plan instruction. (Wise Way Indicator #1060) The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (Wise Way Indicator #2349)

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All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (Wise Way Indicator #2350)					
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 receive professional development on a common writing framework that will be utilized in written response to text and short response across content areas, including regular use in reading small group instruction.	On-going through May 2019	Principal, literacy coach, teachers, Director of Literacy	District	None	N/A
Grade level teachers will provide specific digital feedback to students on their writing, based on the district writing rubric, to increase proficiency.	On-going through May 2019	Principal, literacy coach, teachers, Director of Literacy	District	None	N/A
<b>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</b>					
Student work, classroom observations, teacher feedback to students, scoring writing during PLCs and analyzing student work.					
Baseline Data	Benchmark 1 2016-17	Benchmark 2 2017-2018	Benchmark 3 2018-2019		
PARCC 2016 23.5% meeting & exceeding	PARCC 2017 24.7% meeting & exceeding	PARCC 2018 25.3% meeting & exceeding	PARCC 2019 2.15% increase 29% meeting & exceeding		

<b>Goal #5: Academic Progress</b>					
SIP Goal #5c: <b>Mathematics SMART Goal:</b>					
Meadowdale Elementary School will increase the percentage of students meeting or exceeding on the PARCC math assessment in all subgroups from 19% in 2016 to the District average of 38% by 2019. In the 2016-17 school year, the increase was 4% to 23% meeting & exceeding and 23% 2017-18 school year. During the 2018-19 school year, there will be an overall growth of at least 19% by the end of this three year period.					
<b>Target Group or Subgroup:</b>					
Low Income: 19% (2016) 23% (2017) 24% (2018) 38% (2019)					
IEP: 4% (2016) 0% (2017) 4% (2018) 38% (2019)					
LEP: 15% (2016) 15% (2017) 17% (2018) 38% (2019)					
Hispanic: 18% (2016) 25% (2017) 24% (2018) 38% (2019)					
<b>Rationale/Research: (Wiseways or other)</b>					
Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (Wise Way Indicator #1061)					
Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (Wise Way Indicator #1057)					
Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (Wise Way Indicator #1062)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or none	Cost:	Funding Source:



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Teachers & interventionist with the support of the math coach will receive professional development implement research-based high yield strategies including the intentional use of math manipulatives, problem based learning, number talks & numberless word problems.	On-going through May 2019	Math coach, interventionist, Teachers, Principal, Director of Math	School & District	\$1,100	Building Budget
Grade level Professional Learning Communities with the support of the math coach will utilize a data protocol to analyze formative assessment data to make instructional grouping decisions for all subgroups giving priority to tier 3 & special education groups through WIN time.	On-going through May 2019	Principal, Interventionist, Coach, Teachers	School	None	N/A
Targeted support will be provided by district math coaches to special education staff in order to enhance strategies to increase student outcomes.	On-going through May 2019	Principal, Interventionist, Coach, Teachers	School & District	None	N/A
<b>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</b>					
Grade level Professional Learning Communities meeting agendas and minutes, informal walkthroughs, formal observations, data review goals & outcomes, data spreadsheets, iReady data, PARCC data, Access Data, District Summatives					
Baseline Data	Benchmark 1 2016-17	Benchmark 2 2017-2018	Benchmark 3 2018-2019		
PARCC 2016 19% meeting & exceeding	PARCC 2017 23% meeting & exceeding	PARCC 2018 Increase 7.5% 30.5% meeting & exceeding	PARCC 2019 Increase 7.5% 38% meeting & exceeding		

<b>Goal #5: Academic Progress</b>					
SIP Goal #5d: <b>Science SMART Goal:</b>					
By the end of the 2018-19 school year, Meadowdale Elementary School student performance will increase by 10% overall on the Illinois Science Assessment (ISA), as compared to baseline data obtained from the 2015-16 Illinois Science Assessment. In the 2016-17 school year, this increase will be at least 3.3%; in the 2017-18 school year, this increase will be an additional 3.3%: and finally, in the 2018-19 school year, this increase will be at least 3.3% for overall growth of at least 10% by the end of this three year period.					
Target Group or Subgroup:					
Meadowdale Staff					
Rationale/Research: (Wiseways or other)					
Units of instruction will include specific learning activities aligned to objectives. (Wise Way Indicator #1083)					
Instructional Teams will use student learning data to plan instruction. (Wise Way Indicator #1060)					
Units of instruction will include pre-/post-tests to assess student mastery of standards-based objectives. (Wise Way Indicator #1048)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or none	Cost:	Funding Source:
District Director of Science will provide professional development on the instruction of the Next Generation Science Standards and Discovery Learning to all K - 5 teachers.	Ongoing - May 2019	D300 Science Director & Principal	District	None	N/A



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Teachers will implement the D300 elementary science curriculum following the approved pacing guides and utilizing the provided Haiku pages and Discovery Education resources.	Ongoing - May 2019	D300 Science Director, Principal, teachers	District & School	None	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Lesson planning, PLC meetings, informal walkthroughs, PD agendas					
Baseline Data	Benchmark 1 2016-17	Benchmark 2 2017-2018	Benchmark 3 2018-2019		
	40% Proficient	ISA increase to 43.3%	ISA increase to 46.3%		