

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



School Name	Gary D. Wright Elementary School
Principal Name	Dr. Melanie D. Gravel
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	Jennifer Lupo (Kindergarten Teacher), Cathy Neitzel (First Grade Teacher), Kathy Kann (Second Grade Teacher), Cathy Frint (Third Grade Teacher), Angie Swiney (Fourth Grade Teacher), Erin Ziller (Fifth Grade Teacher), Marisa Crater (Music Teacher), Leslee Kriegel (Special Education Teacher), Mary Jane Pflederer (Reading Teacher), John Cappas (Assistant Principal), Melanie Gravel (Principal)
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					
Gary D. Wright Elementary School will demonstrate improvement in the area of Effective Leaders by increasing from Less Than Average to More Implementation as measured by the 2019 Illinois 5Essentials Survey.					
Target Group or Subgroup:					
Principal, Assistant Principal, and Staff					
Rationale/Research: (Wiseways or other)					
Research shows that schools strong on the 5Essentials are ten times more likely to improve student learning than schools weak on the 5Essentials. The results of the 2015 Illinois 5Essentials Survey indicate that overall, Gary D. Wright Elementary School is moderately organized for improvement. The lowest Essential measured was Effective Leaders: Principals and Teachers Implement a Shared Vision for Success, which was in the Less Implementation rating category.					
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:
Members of the Developing Great Teachers and Leaders SIP Goal PLC will plan and implement professional development for staff in the areas of team building and instructional leadership.	Ongoing 2017-2019	Principal. Assistant Principal, Developing Great Teachers and Leaders SIP Goal PLC Members	School	N/A	N/A
Members of the Developing Great Teachers and Leaders SIP Goal PLC will organize and implement instructional rounding opportunities for staff, with a goal of one day per quarter, beginning in the second quarter of each year. Each day of rounding will have an identified focus and feedback will be targeted to the area of focus.	Ongoing 2017-2019	Principal. Assistant Principal, Developing Great Teachers and Leaders SIP Goal PLC Members	School	\$3,600	Building Budget
Team Leaders will facilitate PLC meetings focused on the use of student data to inform and improve their teaching practice, including the development and monitoring of team ELA and Math SMART Goals.	Ongoing 2017-2019	Principal. Assistant Principal, Team Leaders	School	N/A	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Gary D. Wright Elementary School's performance on the Effective Leaders will be monitored annually, based on the Illinois 5Essentials Survey data.					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
2016 Illinois 5Essentials Survey data for Gary D. Wright Elementary School - Effective Leaders: Principals and Teachers Implement a Shared Vision for Success, which was in the Less Implementation rating category.	2017 Illinois 5Essentials Survey data for Gary D. Wright Elementary School - Effective Leaders: Principals and Teachers Implement a Shared Vision for Success, which was in	2018 Illinois 5Essentials Survey data for Gary D. Wright Elementary School - Effective Leaders: Principals and Teachers Implement a Shared Vision for Success, which was in the Average Implementation rating category.	2019 Illinois 5Essentials Survey data for Gary D. Wright Elementary School		

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	the Average Implementation rating category.		
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District Goal #2: Engage Family and Community					
SIP Goal #2: SMART Goal					
Gary D. Wright Elementary School will demonstrate improvement in the area of Parent Involvement in School by increasing the rating from More Implementation to Most Implementation as measured by the 2019 Illinois 5Essentials Survey.					
Target Group or Subgroup:					
Gary D. Wright Elementary School Parents/Guardians					
Rationale/Research: (Wiseways or other)					
Research shows that schools strong on the five essentials are ten times more likely to improve student learning than schools weak on the five essentials.					
Strategy/Actions to address goal:					
	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
Family Engagement opportunities will be communicated to families via Gary D. Wright Elementary School's Virtual Backpack, website, and RCS message system.	Ongoing 2017-2019	Principal	N/A	N/A	N/A
Members of the Family and Community Engagement SIP Goal PLC will continue to plan, organize, communicate, and implement academic opportunities for families to participate in, with the goal of fostering a strong home-school partnership. Activities include Family Math Night, Family Literacy Night, and One School One Book.	Ongoing 2017-2019	Principal, Assistant Principal, Family and Community Engagement SIP Goal PLC Members	N/A	Varies	PTO
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Gary D. Wright Elementary School's performance on Involved Families will be monitored annually, based on the Illinois 5Essentials Survey data.					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
2016 Illinois 5Essentials Survey data for Gary D. Wright Elementary School - Involved Families, which was in the More Implementation rating category.	2017 Illinois 5Essentials Survey data for Gary D. Wright Elementary School - Involved Families, which was in the Average Implementation rating category.	2018 Illinois 5Essentials Survey data for Gary D. Wright Elementary School - Involved Families, which was in the Average Implementation rating category.	2019 Illinois 5Essentials Survey data for Gary D. Wright Elementary School		

District Goal #3: Equitable and Efficient Use of Resources					
SIP Goal #3: SMART Goal					

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Gary D. Wright Elementary School will demonstrate growth in the area of Teacher Influence by increasing the rating of Less Implementation to Average Implementation as measured by the 2019 Illinois 5Essentials Survey. Teacher Influence includes teachers planning how discretionary school funds should be used. As such, this goal will be addressed through teachers working collaboratively with school administration to promote the equitable and efficient use of resources through the implementation of the Wright Before School Program.					
Target Group or Subgroup:					
Students in Tier 2 & Tier 3 for Reading and/or Math					
Rationale/Research: (Wiseways or other)					
In order to close the achievement gap, students who are academically behind grade level standards by one or more years need to be provided an opportunity to accelerate their rate of growth.					
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:
Data Review to identify students qualifying for the Wright Before School Program	Fall and Winter, 2017-2019	Principal, Assistant Principal, Wright Before School Program Staff	N/A	N/A	N/A
Invite qualifying students to participate in the Wright Before School Program and provide additional support (ELA/Math) to students needing interventions	Ongoing 2017-2019	Principal, Assistant Principal, Wright Before School Program Staff	N/A	\$6,000	District Funds allocated to support Before/After School Programming
In PLCs, staff will work collaboratively with District Coaches and Building Personnel to develop and implement instructional practices to meet the differentiated needs of students.	2018-2019	Principal, Assistant Principal, Staff, District Coaches	N/A	N/A	N/A
Review data of participating students (data reviews)	Winter and Spring 2017-2019	Principal, Assistant Principal, Wright Before School Program Staff	N/A	N/A	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Gary D. Wright Elementary School's performance on Teacher Influence will be monitored annually, based on the Illinois 5Essentials Survey data.					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
2016 Illinois 5Essentials Survey data for Gary D. Wright Elementary School - Teacher Influence, which was in the Less Implementation rating category.	2017 Illinois 5Essentials Survey data for Gary D. Wright Elementary School - Teacher Influence, which was in the Less Implementation rating category.	2018 Illinois 5Essentials Survey data for Gary D. Wright Elementary School - Teacher Influence, which was in the Average Implementation category.	2019 Illinois 5Essentials Survey data for Gary D. Wright Elementary School		

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District Goal #4: Develop the Whole Child					
SIP Goal #4: SMART Goal					
Gary D. Wright Elementary School will demonstrate improvement in the area of Collective Responsibility by increasing the rating from Average Implementation to More Implementation as measured by the 2019 Illinois 5Essentials Survey. Collective responsibility includes teachers feeling responsible when students in the school fail; helping maintain discipline in the entire school, not just their classroom; taking responsibility for improving the school; and feeling responsible for helping students develop self-control. As such, to address this goal, Gary D. Wright Elementary School will focus on increasing our commitment to develop the whole child by increasing PBIS Recognition Status from Bronze (FY15) to Platinum (FY18), which is aligned to the Collective Responsibility component of the 5Essentials.					
Target Group or Subgroup:					
The Gary D. Wright Elementary School Learning Community					
Rationale/Research: (Wiseways or other)					
Research indicates that by developing the whole child and promoting a safe and effective learning environment, learning will be maximized.					
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:
Hire PBIS Tier 1 and Tier 2 Coaches to facilitate committee meetings and oversee this SIP Goal for GDW	Annually 2017-2019	Principal, Assistant Principal	District	\$4,800	District
Review PBIS Recognition Criteria and FY15/FY16 applications	Fall 2017-2019	Principal, Assistant Principal, Director of Social Emotional Learning, GDW PBIS Committee Members	School	N/A	N/A
Complete Tiered Fidelity Inventory	Fall 2017/2018 and Winter/Spring 2018/2019	Principal, Assistant Principal, Director of Social Emotional Learning, GDW PBIS Committee Members	N/A	N/A	N/A
Complete PBIS Recognition Application	May 2018 May 2019	Principal, Assistant Principal, Director of Social Emotional Learning, GDW PBIS Committee Members	School	N/A	N/A
Building Administration will work in collaboration with Mental Health Social Worker and Staff to address student needs, including attendance and transition of newly enrolled students.	2018-2019	Principal, Assistant Principal, Staff	N/A	N/A	N/A
Staff will enhance the implementation of Social Emotional Learning and PBIS initiatives through explicit teaching of Second Step, check-in-check-out, SAIG groups, and school-wide expectations.	2018-2019	Principal, Assistant Principal, Staff	School	N/A	N/A
The leadership team will create a summary report of office attendance concerns. The leadership will create intervention plans for students exhibiting chronic absenteeism.	2018-2019	Principal, Assistant Principal, Staff	N/A	N/A	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Effectiveness will be measured through PBIS Committee Meeting documentation, student data reviews, and tiered fidelity inventory data.					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		

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<p>Gary D. Wright Elementary School was recognized by the Midwest PBIS Network as a Bronze Level School in 2014-2015 school year..</p> <p style="text-align: center;">-----</p> <p>In the area of Collective Responsibility, 2016 Illinois 5Essentials Survey data for Gary D. Wright Elementary School indicates a value of Average Implementation.</p>	<p>Gary D. Wright Elementary School was recognized by the Midwest PBIS Network as a Gold Level School for the 2016-2017 school year.</p> <p style="text-align: center;">-----</p> <p>In the area of Collective Responsibility, 2017 Illinois 5Essentials Survey data for Gary D. Wright Elementary School indicates a value of Less Implementation.</p>	<p>Gary D. Wright Elementary School was recognized by the Midwest PBIS Network as a Silver Level School for the 2017-2018 school year.</p> <p style="text-align: center;">-----</p> <p>In the area of Collective Responsibility, 2018 Illinois 5Essentials Survey data for Gary D. Wright Elementary School indicates a value of Less Implementation.</p>	<p>2019 Illinois 5 Essentials Survey Data and Midwest PBIS Network status recognition</p>
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<p>Goal #5: Academic Progress</p>
<p>SIP Goal #5a: <i>ELA (Reading)</i> SMART Goal:</p>
<p>By the end of the 2018-19 school year, Gary D. Wright Elementary School student performance will increase by 10% overall in the area of ELA on the PARCC assessment, as compared to 35.6% of students meeting or exceeding standards on the 2015-16 PARCC assessment schoolwide. 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% by the end of this three year period (45.6% meeting or exceeding standards).</p>
<p>Target Group or Subgroup:</p>
<p>Low Income: By the end of the 2018-2019 school year, Gary D. Wright Elementary School Low Income Subgroup student performance will increase to 45.6% overall Meets and Exceeds in the area of ELA on the PARCC assessment, as compared to 23.3% of students in this subgroup meeting or exceeding standards on the 2015-2016 PARCC assessment. This represents overall growth of at least 22.3% by the end of this three year period.</p> <p>IEP: By the end of the 2018-2019 school year, Gary D. Wright Elementary School IEP Subgroup student performance will increase to 45.6% overall Meets and Exceeds in the area of ELA on the PARCC assessment, as compared to 10.8% of students in this subgroup meeting or exceeding standards on the 2015-2016 PARCC assessment. This represents overall growth of at least 34.8% by the end of this three year period.</p> <p>LEP: By the end of the 2018-2019 school year, Gary D. Wright Elementary School LEP Subgroup student performance will increase to 45.6% overall Meets and Exceeds in the area of ELA on the PARCC assessment, as compared to 14.3% of students in this subgroup meeting or exceeding standards on the 2015-2016 PARCC assessment. This represents overall growth of at least 31.3% by the end of this three year period.</p> <p>Hispanic: By the end of the 2018-2019 school year, Gary D. Wright Elementary School Hispanic Subgroup student performance will increase to 45.6% overall Meets and Exceeds in the area of ELA on the PARCC assessment, as compared to 30.5% of students in this subgroup meeting or exceeding standards on the 2015-2016 PARCC assessment. This represents overall growth of at least 15.1% by the end of this three year period.</p>

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<p>Black: By the end of the 2018-2019 school year, Gary D. Wright Elementary School Black Subgroup student performance will increase to 45.6% overall Meets and Exceeds in the area of ELA on the PARCC assessment, as compared to 20% of students in this subgroup meeting or exceeding standards on the 2015-2016 PARCC assessment. This represents overall growth of at least 25.6% by the end of this three year period.</p>					
<p>Rationale/Research: (Wiseways or other)</p>					
<p>ELA (Reading) data on both PARCC and iReady identifies a need for continuous improvement. Our goal to increase the percentage of students meeting or exceeding standards (Tier 1) while decreasing the percentage of students who are not meeting, partially meeting, and approaching standards (Tiers 2 and 3) is aligned to a Multi-Tiered System of Supports model.</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:
Utilize iReady instructional grouping profiles to differentiate learning based on individual student needs and utilize classroom/WIN time to provide daily support.	Ongoing 2017-2019	Classroom Teachers, Ed Services Staff, Literacy Teacher, EL Teacher, Principal, Assistant Principal	District	N/A	N/A
Utilize iReady online instruction to target learning gaps and enrichment opportunities. Guidelines presented in the District 300 iReady Intentional Usage Plan will be followed for each individual student.	Ongoing 2017-2019	Students, Classroom Teachers, Parents, Principal, Assistant Principal	District	N/A	N/A
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 also not meeting standards. District Coaches will work collaboratively with staff who service EL students and/or students with IEPs.	2018-2019	District Department of Assessment and Accountability, GDW Staff, Principal, Assistant Principal, District Coaches	N/A	N/A	N/A
Each grade level will meet as a PLC and will focus on ELA instruction relevant to the revised ELA framework, priority standards, and their PLC Reading SMART goal.	2018-2019	Teachers, Literacy Teacher	N/A	N/A	N/A
Implementation of Reading Interventions (Tier 2 and Tier 3) by classroom teachers, Literacy Teacher, and Wright Before School Staff to impact student growth.	Ongoing 2017-2019	Teachers, Literacy Teacher	N/A	N/A	N/A
Tier 2 vocabulary instruction will be targeted in all ELA classes, and will be the focus of vocabulary instruction in all content areas.	2018-2019	Teachers, Literacy Teacher	N/A	N/A	N/A
Targeted support to enhance guided reading practices will be provided to classroom teachers by literacy specialists and reading coaches in order to enhance instructional practices and student outcomes.	2018-2019	Teachers, Literacy Teacher	N/A	N/A	N/A

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Monitoring Plan: How will you monitor the effectiveness of your strategy/action?				
We will monitor student's growth through benchmark assessment data collected during the school year and student progress on their i-Ready lessons.				
Target Group	Baseline Data PARCC Assessment 2015-2016 % Meets or Exceeds ELA	Benchmark 1 PARCC Assessment 2016-2017 Goal % Meets or Exceeds ELA (Actual %)	Benchmark 2 PARCC Assessment 2017-2018 Goal % Meets or Exceeds ELA (Actual %)	Benchmark 3 PARCC Assessment 2018-2019 Goal % Meets or Exceeds ELA
Schoolwide	35.6%	38.6% (42%)	41.6% (43%)	45.6%
Low Income	23.3%	30.3% (31%)	37.3% (30%)	45.6%
IEP	10.8%	20.8% (9%)	33.2% (14%)	45.6%
LEP	14.3%	24.3% (9%)	34.3% (9%)	45.6%
Hispanic	30.5%	35.5% (27%)	40.5% (29%)	45.6%
Black	20%	28% (45%)	36% (33%)	45.6%

Goal #5: Academic Progress
SIP Goal #5b: <i>ELA (Writing)</i> SMART Goal:
By the end of the 2018-2019 school year, Gary D. Wright 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 2015-16 school year, the Gary D. Wright Elementary School average writing scale score was 29.5. In the 2016-2017 school year, this increase will be at least 3.3% (2 points); in the 2017-2018 school year, this increase will be an additional 3.3% (2 points): and finally, in the 2018-2019 school year, this increase will be an additional 3.3% (2 points) - for an overall growth of at least 10% (6 points) by the end of this three year period (average of 35.5 writing scale score on the 18-19 PARCC assessment).
Target Group or Subgroup:
Low Income: By the end of the 2018-2019 school year, Gary D. Wright Elementary School Low Income Subgroup student performance will increase to 35.5 points in the area of ELA Writing on the PARCC assessment, as compared to 26.4 points on the 2015-2016 PARCC assessment. This represents overall growth of at least 9.1 points by the end of this three year period.
IEP: By the end of the 2018-2019 school year, Gary D. Wright Elementary School IEP Subgroup student performance will increase to 35.5 points in the area of ELA Writing on the PARCC assessment, as compared to 22.4 points on the 2015-2016 PARCC assessment. This represents overall growth of at least 13.1 points by the end of this three year period.
LEP: By the end of the 2018-2019 school year, Gary D. Wright Elementary School LEP Subgroup student performance will increase to 35.5 points in the area of ELA Writing on the PARCC assessment, as compared to 25.2 points on the 2015-2016 PARCC assessment. This represents overall growth of at least 10.3 points by the end of this three year period.
Hispanic: By the end of the 2018-2019 school year, Gary D. Wright Elementary School Hispanic Subgroup student performance will increase to 35.5 points in the area of ELA Writing on the PARCC assessment, as compared to 27.9 points on the 2015-2016 PARCC assessment. This represents overall growth of at least 7.6 points by the end of this three year period.

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<p>Black: By the end of the 2018-2019 school year, Gary D. Wright Elementary School Black Subgroup student performance will increase to 35.5 points in the area of ELA Writing on the PARCC assessment, as compared to 29.4 points on the 2015-2016 PARCC assessment. This represents overall growth of at least 6.1 points by the end of this three year period.</p>					
<p>Rationale/Research: (Wiseways or other)</p>					
<p>Writing data on PARCC identifies a need for continuous improvement.</p>					
<p>Strategy/Actions to address goal:</p>	<p>Date by which this will be a reality:</p>	<p>Person(s) responsible to manage and monitor this activity:</p>	<p>PD: School, District, Or None</p>	<p>Cost :</p>	<p>Funding Source:</p>
<p>Grade level teams will develop intervention writing strategies based on student performance results as measured by the District quarterly writing assessment (District rubric)</p>	<p>Quarterly</p>	<p>Grade Level Teams, Principal, Assistant Principal</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>Common writing assessments (scored with the common District rubric) will be implemented in Google Docs and teachers will provide students with digital feedback.</p>	<p>Ongoing</p>	<p>Grade Level Teams, DLCs, Principal, Assistant Principal</p>	<p>District</p>	<p>N/A</p>	<p>N/A</p>
<p>Students in grades 1-5 will complete 2 writing process pieces in each ELA unit throughout the 2018-2019 school year. Instructional focus will be on improvement of the writing process as measured by district common writing rubrics.</p>	<p>2018-2019</p>	<p>Staff</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>EL strategies of TPR, Lotta Lara, or El Dictado. EL teacher will support general education teachers to carry implementation into their classrooms. teacher will implement with fidelity best practices</p>	<p>2018-2019</p>	<p>Staff</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</p>					
<p>Effectiveness will be monitored through grade level teams regularly reviewing student writing samples using district-wide rubrics.</p>					
<p>Target Group</p>	<p>Baseline Data PARCC Assessment 2015-2016</p>	<p>Benchmark 1 Goal PARCC Assessment 2016-2017 <i>(Actual)</i></p>	<p>Benchmark 2 Goal PARCC Assessment 2017-2018 <i>(Actual)</i></p>	<p>Benchmark 3 Goal PARCC Assessment 2018-2019</p>	
<p>Schoolwide</p>	<p>29.5</p>	<p>31.5 <i>(30.4)</i></p>	<p>33.5 <i>(31.5)</i></p>	<p>35.5</p>	
<p>Low Income</p>	<p>26.4</p>	<p>29.4 <i>(27.9)</i></p>	<p>32.4 <i>(29.6)</i></p>	<p>35.5</p>	
<p>IEP</p>	<p>22.4</p>	<p>26.4 <i>(20.9)</i></p>	<p>30.4 <i>(22.2)</i></p>	<p>35.5</p>	
<p>LEP</p>	<p>25.2</p>	<p>28.2 <i>(24.4)</i></p>	<p>31.2 <i>(24.2)</i></p>	<p>35.5</p>	
<p>Hispanic</p>	<p>27.9</p>	<p>29.9 <i>(27.3)</i></p>	<p>31.9 <i>(28.8)</i></p>	<p>35.5</p>	
<p>Black</p>	<p>29.4</p>	<p>31.4 <i>(23.8)</i></p>	<p>33.4 <i>(27.6)</i></p>	<p>35.5</p>	

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Goal #5: Academic Progress					
SIP Goal #5c: <i>Mathematics</i> SMART Goal:					
By the end of the 2018-19 school year, Gary D. Wright Elementary School student performance will increase by 10% overall in the area of Math on the PARCC assessment, as compared to 41.5% of students meeting or exceeding standards on the 2015-16 PARCC assessment schoolwide. 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% by the end of this three year period (51.5% meeting or exceeding standards).					
Target Group or Subgroup:					
Low Income: By the end of the 2018-2019 school year, Gary D. Wright Elementary School Low Income Subgroup student performance will increase to 51.5% overall Meets and Exceeds in the area of Math on the PARCC assessment, as compared to 36.7% of students in this subgroup meeting or exceeding standards on the 2015-2016 PARCC assessment. This represents overall growth of at least 14.8% by the end of this three year period.					
IEP: By the end of the 2018-2019 school year, Gary D. Wright Elementary School IEP Subgroup student performance will increase to 51.5% overall Meets and Exceeds in the area of Math on the PARCC assessment, as compared to 13.5% of students in this subgroup meeting or exceeding standards on the 2015-2016 PARCC assessment. This represents overall growth of at least 38% by the end of this three year period.					
LEP: By the end of the 2018-2019 school year, Gary D. Wright Elementary School LEP Subgroup student performance will increase to 51.5% overall Meets and Exceeds in the area of Math on the PARCC assessment, as compared to 28.6% of students in this subgroup meeting or exceeding standards on the 2015-2016 PARCC assessment. This represents overall growth of at least 22.9% by the end of this three year period.					
Hispanic: By the end of the 2018-2019 school year, Gary D. Wright Elementary School Hispanic Subgroup student performance will increase to 51.5% overall Meets and Exceeds in the area of Math on the PARCC assessment, as compared to 28.8% of students in this subgroup meeting or exceeding standards on the 2015-2016 PARCC assessment. This represents overall growth of at least 22.7% by the end of this three year period.					
Black: By the end of the 2018-2019 school year, Gary D. Wright Elementary School Black Subgroup student performance will increase to 51.5% overall Meets and Exceeds in the area of Math on the PARCC assessment, as compared to 20% of students in this subgroup meeting or exceeding standards on the 2015-2016 PARCC assessment. This represents overall growth of at least 31.5% by the end of this three year period.					
Rationale/Research: (Wiseways or other)					
Math data on both PARCC and iReady identifies a need for continuous improvement. The percentage of Gary D. Wright Elementary School students meeting or exceeding standards as measured by the 2014-2015 PARCC assessment is below the district average. Our goal to increase the percentage of students meeting or exceeding standards (Tier 1) while decreasing the percentage of students who are not meeting, partially meeting, and approaching standards (Tiers 2 and 3) is aligned to a Multi-Tiered System of Supports model.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
Grade Level Teams meet with District Coaches in PLCs to review student math data and utilize data to begin flexible math groups during WIN time and provide differentiated support to students.	2018-2019	Classroom Teachers, Ed Services Staff, Math Interventionist, Melanie Gravel, John Capps	N/A	N/A	N/A
Grade level teams will identify key manipulative resources for each unit of study to be implemented during instruction throughout the year.	2018-2019	Classroom Teachers, Math Interventionist, Melanie Gravel, John Capps	N/A	N/A	N/A

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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 also not meeting standards. District Coaches will work collaboratively with staff who service EL students and/or students with IEPs.	2018-2019	District Department of Assessment and Accountability, Melanie Gravel, John Cappas, GDW Staff, District Coaches	N/A	N/A	N/A
Each grade level will meet as a PLC and will focus on the revised Math frameworks, priority standards, and their PLC Math SMART goal.	Ongoing 2017-2019	Teachers, Math Interventionist	N/A	N/A	N/A
Implementation of Math Interventions (Tier 2 and Tier 3) by classroom teachers, Math Interventionist, and Wright Before School Staff to impact student growth.	Ongoing 2017-2019	Teachers, Math Interventionist	N/A	N/A	N/A
Mathematical Practice 3 will be intentionally targeted in classroom instruction and aligned with the Rigor and Relevance Quadrant D.					
Number talks will be implemented twice weekly in all math classrooms.					
Ongoing, targeted support for Math curriculum and instruction will be provided by district math coaches to staff in order to enhance strategies that will result in increased student growth.					
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
We will monitor student's growth through monthly growth monitoring as well as through benchmark assessment data collected during the school year and student progress on their i-Ready lessons.					
Target Group	Baseline Data PARCC Assessment 2015-2016 % Meets or Exceeds Math	Benchmark 1 Goal PARCC Assessment 2016-2017 % Meets or Exceeds Math (Actual %)	Benchmark 2 Goal PARCC Assessment 2017-2018 % Meets or Exceeds Math (Actual %)	Benchmark 3 Goal PARCC Assessment 2018-2019 % Meets or Exceeds Math	
Schoolwide	41.5%	44.5% (36%)	47.5% (41%)	51.5%	
Low Income	36.7%	41.6% (22%)	46.5% (22%)	51.5%	
IEP	13.5%	26.1% (15%)	38.7% (23%)	51.5%	
LEP	28.6%	36.2% (0%)	43.8% (7%)	51.5%	
Hispanic	28.8%	36.4% (28%)	44% (25%)	51.5%	
Black	20%	30.5% (18%)	41% (40%)	51.5%	

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Goal #5: Academic Progress					
SIP Goal #5d: <i>Science</i> SMART Goal:					
By the end of the 2018-19 school year, Gary D. Wright Elementary School student performance will increase by 10% overall on the Illinois Science Assessment (ISA), as compared to baseline data (54% 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 64% meets/exceeds) by the end of this three year period.					
Target Group or Subgroup:					
Low Income: By the end of the 2018-2019 school year, Gary D. Wright Elementary School Low Income Subgroup student performance will increase by at least 10% overall.					
IEP: By the end of the 2018-2019 school year, Gary D. Wright Elementary School IEP Subgroup student performance will increase by at least 10% overall.					
LEP: By the end of the 2018-2019 school year, Gary D. Wright Elementary School LEP Subgroup student performance will increase by at least 10% overall.					
Hispanic: By the end of the 2018-2019 school year, Gary D. Wright Elementary School Hispanic Subgroup student performance will increase by at least 10% overall.					
Black: By the end of the 2018-2019 school year, Gary D. Wright Elementary School Hispanic Subgroup student performance will increase by at least 10% overall.					
Rationale/Research: (Wiseways or other)					
In order to integrate science content into the D300 ELA Framework, staff must develop a familiarity with the Next Generation Science Standards, the ELA Common Core State Standards, the D300 ELA Framework, as well as the ELA Wonders curriculum.					
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:
Classroom instruction will demonstrate alignment with NGSS through the incorporation of instruction that follows the 5-E Model (Engagement, Explore, Explain, Elaborate, Evaluate).	Ongoing	GDW Staff	N/A	N/A	N/A
Teachers will use the D300 created Haiku pages to support instruction.	Ongoing	GDW Staff	N/A	N/A	N/A
Classroom instruction will demonstrate alignment with NGSS through the incorporation of Science and Engineering Practices (SEP) that align with the topic.	Ongoing	GDW Staff	N/A	N/A	N/A
Classroom instruction will demonstrate alignment with NGSS through the incorporation of Cross-Cutting Concepts (CCC) that align with the topic.	Ongoing	GDW Staff	N/A	N/A	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					

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Each grade level at Gary D. Wright Elementary School will be able to provide a list of science instructional resources science that support the Next Generation Science Standards while integrating with the D300 ELA Framework.				
Target Group	Baseline Data Illinois Science Assessment 2015-2016	Benchmark 1 Illinois Science Assessment 2016-2017	Benchmark 2 Illinois Science Assessment 2017-2018	Benchmark 3 Illinois Science Assessment 2018-2019
Schoolwide	54%	+3% from 2015-2016 (57%)	+6% from 2015-2016 (53%)	+10% from 2015-2016
Low Income	42%	+3% from 2015-2016 (55%)	+6% from 2015-2016 (36%)	+10% from 2015-2016
IEP	24%	+3% from 2015-2016 (21%)	+6% from 2015-2016 (36%)	+10% from 2015-2016
LEP	50%	+3% from 2015-2016 (100%)	+6% from 2015-2016 (13%)	+10% from 2015-2016
Hispanic	52%	+3% from 2015-2016 (48%)	+6% from 2015-2016 (37%)	+10% from 2015-2016
Black	100%	+3% from 2015-2016 (0%)	+6% from 2015-2016 (40%)	+10% from 2015-2016