

## Community Unit School District 300 School Improvement Plan, 2017-2018



School Name	Lincoln Prairie Elementary School	
Principal Name	Mark Wetzel	
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	Parent - Jamie Soprych Parent - Michelle Grossmayer Kindergarten - Sonja Gorham First Grade - Stephanie Redmer Second Grade - Juli Agenlian Third Grade - Sarah Burnett Fourth Grade - Rachel Schilling Fourth Grade - Jamie Soprych	Fifth Grade - Jessica Weir Ed Services - Nora Haughee Literacy - Jamie Graver Math Interventionist - Michelle Grossmayer Social Worker - Rachel Slawson School Psychologist - Kara Todd Principal - Mark Wetzel
Cabinet Member Signature and Date		
Superintendent Signature and Date		
Board President Signature and Date		

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<b>District Goal #1: Develop Great Teachers and Leaders</b>					
SIP Goal #1: SMART Goal					
In the 2017 5Essentials Survey, Lincoln Prairie had an overall score of 38 (less implementation) for Quality Professional Development. By 2019, survey results will show an increase of 10 points to support a transition to the “average implementation” level in this area.					
Target Group or Subgroup:					
Certified Staff					
Rationale/Research: (Wiseways or other)					
The key to student success is providing an effective teacher in every classroom. --US Department of Education					
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 principal will establish the focus of Rigor and Relevance and Costa’s Levels of Thinking and monitor activities related to this focus through classroom walkthroughs, formal observations, PLC meeting conversations and notes, informal conversations, and professional development activities.	Ongoing	Principal	School	None	None
Teams will meet once per week, and grade level reps will support the development of team meeting norms, the analysis of student data, the development of grade level SMART Goals , the development of student SMART goals, the monitoring of SMART Goals, the development of pacing guides, and the examination of student work.	Ongoing	Grade Level Reps, Principal	School	None	None
The principal will create a professional development plan to target instruction for staff at faculty meetings and on inservice days.	September	Principal	School	None	None
Teachers will be offered the opportunity to participate in a book study each year in order to further their growth.	Ongoing	Principal	None	\$600	Building Budget
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
We will review the 5Essentials data at the end of each year.					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)			
Score of 38	May 2018	May 2019			

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<b>District Goal #2: Engage Family and Community</b>					
SIP Goal #2: SMART Goal					
In the 2017 5Essentials Survey, Lincoln Prairie had an overall score of 56 (average implementation) for Parent Involvement in School. By 2019, survey results will show an increase of 10 points to support a transition to the “more implementation” level in this area.					
Target Group or Subgroup:					
Parents and Students					
Rationale/Research: (Wiseways or other)					
Raising the next generation is a shared responsibility. When families, communities and schools work together, students are more successful and the entire community benefits. -- <i>US Department of Education</i>					
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 principal will utilize Blackboard / ParentLink to ensure families are well informed of building events.	Ongoing	Principal	None	None	None
The principal will utilize Social Media to provide pictures and information regarding the school, will inform families of building events, and will engage with families through this technology.	Ongoing	Principal	None	None	None
The principal will remind families about volunteering and contacting their child’s teacher through virtual backpack messages.	Ongoing	Principal	None	None	None
Each grade level will establish at least one activity/event that invites parent participation during the school day.	Ongoing	Grade Level Reps, Principal	None	None	None
Teachers will support PTO and building events, such as Lincoln Prairie Family Night, through their attendance, and they will promote parent and student attendance through verbal and email communication.	Ongoing	SIP Team, Teachers	None	None	None
Teachers will meet with parents to provide timely, informative feedback regarding the academic and behavioral performance of students during Parent-Teacher Conferences. Upon the conclusion of the conferences, parents will complete a brief survey.	November	Teachers, Principal	None	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
We will review the 5Essentials data at the end of each year.					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)			
Score of 57	May 2018	May 2019			

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<b>District Goal #3: Equitable and Efficient Use of Resources</b>					
SIP Goal #3: SMART Goal					
In the 2017 5Essentials Survey, Lincoln Prairie had an overall score of 43 (average implementation) for Teacher Influence. By 2019, survey results will show an increase of 10 points to support a transition to the “more implementation” level in this area.					
Target Group or Subgroup:					
Building Staff					
Rationale/Research: (Wiseways or other)					
In order to increase ownership, staff deserve to know how money is being spent, deserve to have a voice in how money should be spent and deserve to have choice over their own professional development.					
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 principal will provide budget updates at staff meetings.	Ongoing	Principal	None	None	None
The SIP team will work to develop budget allocations for teachers and grade levels, and grade level teams will manage this budget to purchase items as needed.	Ongoing	SIP Team, Grade Level Reps	None	None	None
The principal will work with the PTO to ensure staff has instructional and supplemental materials as needed (ie, flexible furniture).	Ongoing	Principal	None	None	None
The principal will encourage teachers to complete PTO special request grants so that they may obtain materials for special projects.	Ongoing	Principal	None	None	None
Teachers will be offered the opportunity to participate in a book study each year in order to further their growth.	Ongoing	Principal	None	\$600	Building Budget
Teachers will utilize Cool Tools, clip charts, PBIS strategies, and the new discipline process to set standards for student behavior.	August	Grade Level Reps	None	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
We will review the 5Essentials data at the end of each year.					
Baseline Data	Benchmark 1 (Define date)		Benchmark 2 (Define date)		
Score of 43	May 2018		May 2019		

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<b>District Goal #4: Develop the Whole Child</b>					
SIP Goal #4: SMART Goal					
In the 2017 5Essentials Survey, Lincoln Prairie had an overall score of 47 (average implementation) for Collective Responsibility. As a school, we must take ownership of all students to support their social and emotional needs through our Positive Interventions and Supports (PBIS) model. By 2019, survey results will show an increase of 10 points to support a transition toward the “more implementation” level in this area.					
Target Group or Subgroup:					
All Students					
Rationale/Research: (Wiseways or other)					
Studies demonstrate that social emotional knowledge has a critical role in improving children's academic performance and life-long learning. --Zins, Bloodworth, Weissberg, & Walberg, 2004					
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 Principal and PBIS coach will lead three assemblies per year to reinforce positive behaviors and support cultural growth.	August, December, May	Principal, PBIS Coach	None	\$300	Building Budget
Teachers will instruct students on expected school behaviors (hallway, restroom, arrival, dismissal, classroom, media center, office) each quarter using the PBIS Cool Tools.	First week of each quarter	Teachers, PBIS Universal Team	None	None	None
The principal and teachers will positively reward students at quarterly assemblies and through the use of feathers and positive post cards home..	Ongoing	Principal, Teachers, PBIS Universal Team	None	\$500	Building Budget
Teachers will be offered the opportunity to participate in a book study each year in order to further their growth.	Ongoing	Principal	None	\$600	Building Budget
The principal will monitor attendance rates on a weekly basis, follow up with parents, and work with the IPS team as needed to support student attendance.	Ongoing	Principal/IPS Team	None	None	None
The principal will create a new process to ensure discipline protocol is clear and that discipline is handled in a timely manner.	August	Principal	None	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
We will review the 5Essentials data at the end of each year.					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)			
Score of 47	May 2018	May 2019			

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<b>Goal #5: Academic Progress</b>					
SIP Goal #5a: <b>ELA (Reading)</b> SMART Goal:					
By the end of the 2018-19 school year, Lincoln Prairie Elementary School student performance will increase by 10% overall in the area of Reading on the PARCC assessment, as compared to 39.1% of students meeting or exceeding standards on the 2015-16 PARCC assessment school wide. In the 2016-17 school year, this increase will be at least 4%; 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 3% - for an overall growth of at least 10% by the end of this three year period. (49.1% meets/exceeds)					
Target Group or Subgroup:					
<b>Low Income Subgroup:</b>					
Baseline: 29.7% M/E	2017 Growth Target: 6.50%	2018 Growth Target: 6.50%	2019 Growth Target: 6.40%	<u>3 Year Comprehensive Growth Target: 19.4%</u>	
<b>IEP Subgroup:</b>					
Baseline: 05.9% M/E	2017 Growth Target: 14.4%	2018 Growth Target: 14.4%	2019 Growth Target: 14.4%	<u>3 Year Comprehensive Growth Target: 43.2%</u>	
<b>LEP Subgroup:</b>					
Less than 30 students in the sample. Data is statistically insignificant.					
<b>Hispanic Subgroup:</b>					
Baseline: 39.2% M/E	2017 Growth Target: 3.30%	2018 Growth Target: 3.30%	2019 Growth Target: 3.30%	<u>3 Year Comprehensive Growth Target: 9.9%</u>	
<b>Black Subgroup:</b>					
Less than 30 students in the sample. Data is statistically insignificant.					
<b>Male Subgroup:</b>					
Baseline: 28.7% M/E	2017 Growth Target: 7.00%	2018 Growth Target: 7.00%	2019 Growth Target: 6.40%	<u>3 Year Comprehensive Growth Target: 20.4%</u>	
Rationale/Research: (Wiseways or other)					
To participate fully in society and the workplace in 2020, citizens will need powerful literacy abilities that until now have been achieved by only a small percentage of the population. -- <i>National Council of Teachers of English Standards for the English Language Arts</i>					
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 analyze student work and data and shift activities to provide intentional rigor and relevance.	Ongoing	Teachers	School	None	None
Teachers will implement the ELA curriculum frameworks with fidelity and focus on student mastery of priority	Ongoing	Principal	District, School	None	None

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standards.					
Teachers will utilize the Daily 5 structure to provide students with activities aligned to priority standards targeted.	Ongoing	Classroom Teachers	None	None	None
Students will develop individual reading goals and track progress throughout the year.	Developed after 1st benchmark, ongoing	Classroom Teachers	None	None	None
Incoming kindergarteners will participate in an academic summer camp in preparation for the school year.	Ongoing	Certified Staff	None	\$6000	Building Budget (as allocated by the district)
The building administration will work with the District #300 Department of Assessment and Accountability to identify the lowest quartile of students on the 2016 ELA PARCC Assessment. The students will be provided appropriate interventions through i-Ready online instruction, individualized classroom support, and/or additional services through building interventionists/reading specialists/special education. The Data Review Teams will monitor the growth of the students using i-Ready diagnostic tools and track the students' success on the ELA PARCC Assessment.	Ongoing	Principal, D300 Department of Assessment and Accountability	None	None	None

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

PARCC data will be analyzed at the end of each school year.

Target Group	Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)
Schoolwide	39.1% Meets/Exceeds	43.1% (May 2017)	46.1% (May 2018)	49.1% (May 2019)
Low Income	29.7% Meets/Exceeds	36.2% (May 2017)	42.7% (May 2018)	49.1% (May 2019)
IEP	5.9% Meets/Exceeds	20.3% (May 2017)	34.7% (May 2018)	49.1% (May 2019)
LEP	Statistically Insignificant	--	--	--
Hispanic	39.2% Meets/Exceeds	42.5% (May 2017)	45.8% (May 2018)	49.1% (May 2019)
Black	Statistically Insignificant	--	--	--
Male	28.7% Meets/Exceeds	35.7% (May 2017)	42.7% (May 2018)	49.1% (May 2019)

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<b>Goal #5: Academic Progress</b>					
SIP Goal #5b: <i>ELA (Writing)</i> SMART Goal:					
By the end of the 2018-2019 school year, Lincoln Prairie 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, Lincoln Prairie Elementary School average writing scale score was 31.1. 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 37.1 writing scale score on the 18-19 PARCC assessment).					
Target Group or Subgroup:					
<b>Low Income Subgroup:</b>					
Baseline: 29.0	2017 Growth Target: 32.0	2018 Growth Target: 35.0	2019 Growth Target: 37.1	<u>3 Year Comprehensive Growth Target: 8.1 points</u>	
<b>IEP Subgroup:</b>					
Baseline: 20.8	2017 Growth Target: 26.8	2018 Growth Target: 32.8	2019 Growth Target: 37.1	<u>3 Year Comprehensive Growth Target: 16.3 points</u>	
<b>LEP Subgroup:</b>					
Less than 30 students in the sample. Data is statistically insignificant.					
<b>Hispanic Subgroup:</b>					
Baseline: 31.1	2017 Growth Target: 33.1	2018 Growth Target: 35.1	2019 Growth Target: 37.1	<u>3 Year Comprehensive Growth Target: 6 points</u>	
<b>Black Subgroup:</b>					
Less than 30 students in the sample. Data is statistically insignificant.					
<b>Male Subgroup:</b>					
Baseline: 28.5	2017 Growth Target: 31.5	2018 Growth Target: 34.5	2019 Growth Target: 37.1	<u>3 Year Comprehensive Growth Target: 8.6 points</u>	
Rationale/Research: (Wiseways or other)					
To participate fully in society and the workplace in 2020, citizens will need powerful literacy abilities that until now have been achieved by only a small percentage of the population. -- <i>National Council of Teachers of English Standards for the English Language Arts</i>					
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 second (2 <sup>nd</sup> ) common writing assessment in Units 2 & 3 (scored with the common district rubric) will be	Winter	Principal	School	None	None



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implemented in google docs and teachers will give feedback digitally.					
Teachers will analyze student work and data and shift activities to provide intentional rigor and relevance.	Ongoing	Teachers	School	None	None
Teachers will participate in professional development activities and implement the writing frameworks with fidelity with an emphasis on priority standards.	Ongoing	Principal	District, School	None	None
Teachers will provide students with response to text activities using the writing frameworks to support the continued development of informative, narrative, and opinion writing.	Ongoing	Teachers	School	None	None
Incoming kindergarteners will participate in an academic summer camp in preparation for the school year.	Ongoing	Certified Staff	None	\$6000	Building Budget (as allocated by the district)
The building administration will work with the District #300 Department of Assessment and Accountability to identify the lowest quartile of students on the ELA PARCC Assessment. The students will be provided appropriate interventions through i-Ready online instruction, individualized classroom support, and/or additional services through building interventionists/reading specialists/special education. The Data Review Teams will monitor the growth of the students using i-Ready diagnostic tools and track the students' success on the ELA PARCC Assessment.	Ongoing	Principal, D300 Department of Assessment and Accountability	Non	None	None

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

PARCC data will be analyzed at the end of each school year.

Target Group	Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)
Schoolwide	31.1 Points	33.1 (May 2017)	35.1 (May 2018)	37.1 (May 2019)
Low Income	29.0 Points	32 (May 2017)	35 (May 2018)	37.1 (May 2019)
IEP	20.8 Points	26.8 (May 2017)	32.8 (May 2018)	37.1 (May 2019)
LEP	Statistically Insignificant	--	--	--
Hispanic	31.1 Points	33.1 (May 2017)	35.1 (May 2018)	37.1 (May 2019)
Black	Statistically Insignificant	--	--	--
Male	28.5 Points	31.5 (May 2017)	34.5 (May 2018)	37.1 (May 2019)

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<b>Goal #5: Academic Progress</b>					
SIP Goal #5c: <b>Mathematics</b> SMART Goal:					
By the end of the 2018-19 school year, Lincoln Prairie Elementary School student performance will increase by 10% overall in the area of Mathematics on the PARCC assessment, as compared to 45% of students meeting or exceeding standards on the 2015-16 PARCC assessment school wide. In the 2016-17 school year, this increase will be at least 4%; 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 3% - for an overall growth of at least 10% by the end of this three year period. (55% meets/exceeds)					
Target Group or Subgroup:					
<b>Low Income Subgroup:</b>					
Baseline: 23% M/E	2017 Growth Target: 11%	2018 Growth Target: 11%	2019 Growth Target: 10%	<u>3 Year Comprehensive Growth Target: 32%</u>	
<b>IEP Subgroup:</b>					
Baseline: 14% M/E	2017 Growth Target: 14%	2018 Growth Target: 14%	2019 Growth Target: 13%	<u>3 Year Comprehensive Growth Target: 41%</u>	
<b>LEP Subgroup:</b>					
Less than 30 students in the sample. Data is statistically insignificant.					
<b>Hispanic Subgroup:</b>					
Baseline: 31% M/E	2017 Growth Target: 08%	2018 Growth Target: 08%	2019 Growth Target: 08%	<u>3 Year Comprehensive Growth Target: 24%</u>	
<b>Black Subgroup:</b>					
Less than 30 students in the sample. Data is statistically insignificant.					
<b>Male Subgroup:</b>					
Baseline: 41% M/E	2017 Growth Target: 05%	2018 Growth Target: 05%	2019 Growth Target: 04%	<u>3 Year Comprehensive Growth Target: 14%</u>	
Rationale/Research: (Wiseways or other)					
Given the importance of mathematics to academic success in all subjects, all children need a robust knowledge of mathematics in their earliest years. <i>--Education Commission of the States</i>					
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 intentionally utilize math manipulatives during instruction to move from the concrete to the representational/pictorial to the abstract.	Ongoing	Principal, Teachers	None	None	None
Teachers will implement the math curriculum	Ongoing	Principals	None	None	None

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frameworks with fidelity and focus on student mastery of priority standards.					
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.	Ongoing	Teachers	None	None	None
Students will develop individual math goals and track progress throughout the year.	Developed after 1st benchmark, ongoing	Classroom Teachers	None	None	None
Teachers will use the Math Expressions and i-Ready frameworks to provide intentional whole-group and small-group vocabulary instruction.	Ongoing	Classroom Teachers	None	None	None
Teachers will use math modeling (ie, 3 Act Math) to support connections to real-world math.	Ongoing	Teachers	School	None	None
Incoming kindergarteners will participate in an academic summer camp in preparation for the school year.	Ongoing	Certified Staff	None	\$6000	Building Budget (as allocated by the district)
The building administration will work with the District #300 Department of Assessment and Accountability to identify the lowest quartile of students on the PARCC Assessment. The students will be provided appropriate interventions through i-Ready online instruction, individualized classroom support, and/or additional services through building interventionists/special education. The Data Review Teams will monitor the growth of the students using i-Ready diagnostic tools and track the students' success on the Math PARCC Assessment.	Ongoing	Principal, D300 Department of Assessment and Accountability	None	None	None
<b>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</b>					
Teachers will continuously analyze math unit assessment data. i-Ready data will be reviewed three times per year after benchmark testing. PARCC data will be analyzed at the end of each school year.					
Target Group	Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)	
Schoolwide	45% Meets/Exceeds	49% (May 2017)	52% (May 2018)	55% (May 2019)	
Low Income	23% Meets/Exceeds	34% (May 2017)	45% (May 2018)	55% (May 2019)	
IEP	14% Meets/Exceeds	28% (May 2017)	42% (May 2018)	55% (May 2019)	
LEP	Statistically Insignificant	--	--	--	
Hispanic	31% Meets/Exceeds	39% (May 2017)	47% (May 2018)	55% (May 2019)	

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Black	Statistically Insignificant	--	--	--
Male	41% Meets/Exceeds	46% (May 2017)	51% (May 2018)	55% (May 2019)

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<b>Goal #5: Academic Progress</b>					
SIP Goal #5d: <b>Science</b> SMART Goal:					
By the end of the 2018-19 school year, Lincoln Prairie Elementary School student performance will increase by 10% overall in the area of Science on the Illinois Science Assessment, as compared to the baseline number that will be established by the 2016 Illinois Science Assessment. In the 2016-17 school year, this increase will be at least 4%; 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 3% - for an overall growth of at least 10% by the end of this three year period.					
Target Group or Subgroup:					
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. Yearly increases will be established once baseline data from the 2016 Illinois Science Assessment is available.					
<b>Low Income Subgroup:</b>					
Baseline: TBD	2017 Growth Target: TBD	2018 Growth Target: TBD	2019 Growth Target: TBD	<u>3 Year Comprehensive Growth Target: TBD</u>	
<b>IEP Subgroup:</b>					
Baseline: TBD	2017 Growth Target: TBD	2018 Growth Target: TBD	2019 Growth Target: TBD	<u>3 Year Comprehensive Growth Target: TBD</u>	
<b>LEP Subgroup:</b>					
Less than 30 students in the sample. Data is statistically insignificant.					
<b>Hispanic Subgroup:</b>					
Baseline: TBD	2017 Growth Target: TBD	2018 Growth Target: TBD	2019 Growth Target: TBD	<u>3 Year Comprehensive Growth Target: TBD</u>	
<b>Black Subgroup:</b>					
Less than 30 students in the sample. Data is statistically insignificant.					
<b>Male Subgroup:</b>					
Baseline: TBD	2017 Growth Target: TBD	2018 Growth Target: TBD	2019 Growth Target: TBD	<u>3 Year Comprehensive Growth Target: TBD</u>	
Rationale/Research: (Wiseways or other)					
The need for high-quality science education—beginning at the very earliest grades—is more essential now than ever before. Students need the kind of preparation that not only supports their learning now, but also gives them the tools and skills necessary to succeed in a rapidly and continuously changing world. -- <i>Illinois State Board of Education</i>					
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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Students will participate in a STEM class once every other week.	8/16/2016	STEM Teacher	District	None	District
Teachers will be provided with professional development activities as developed by the director of science.	Ongoing	Science Director, Classroom Teachers	District	None	District
Teachers will incorporate non-fiction science materials and content into instruction.	Ongoing	Teachers	None	None	None

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

The principal will perform classroom walkthroughs and formal observations for accountability purposes. Illinois Science Assessment data will be analyzed at the end of each school year.

Target Group	Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)
Schoolwide	TBD	May 2017	May 2018	May 2019
Low Income	TBD	May 2017	May 2018	May 2019
IEP	TBD	May 2017	May 2018	May 2019
LEP	TBD	May 2017	May 2018	May 2019
Hispanic	TBD	May 2017	May 2018	May 2019
Black	TBD	May 2017	May 2018	May 2019
Male	TBD	May 2017	May 2018	May 2019