

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



School Name	Lake in the Hills Elementary School
Principal Name	Michelle 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	Brittany Roark (Teacher Leader), Stephanie Dean (Teacher Leader/Community Member), Jane Trent (Teacher Leader), Desi Larson (Teacher Leader), Leslie Koscinski (Teacher Leader), Marybeth Devore (Teacher Leader), Serafina Sharpe (Speech Pathologist), Mary Galyon (Lit. Coach/Parent), Michelle Smith (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					
In the 2016-2017 5 Essentials Survey, LITH Elementary scored 15 “least implementation” in the area of Collaborative Teachers. By 2019, survey results will show an increase of 25 points to support a transition to the “average implementation” (score of 41) level in this area.					
Target Group or Sub Group:					
All Certified Staff Classroom Teachers Grade Level Team Leaders					
Rationale/Research: (Wiseways or other)					
A review of research by Vicki Vescio, Dorene Ross, and Alyson Adamson demonstrates the impact of professional learning communities on teaching practice and student learning. After an overview of the characteristics of professional learning communities (PLCs). The collective results of these studies suggest that well-developed PLCs have positive impact on both teaching practice and student achievement.					
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 team leaders at LITH will work with the staff to identify key areas of PD that are needed related to Math, ELA, the PLC process, and PBIS and will provide the needed training and support to the staff in these areas.	ongoing	Michelle Smith Jen Wallace (Math) Mary Galyon (ELA) Serafina Sharpe (PLC) Desi Larson & Jennifer Wallace (PBIS)	School	800	LITH Budget (200 each team if needed)
The Literacy Coach will work collaboratively with teachers to develop strategies and strengthen Tier I instruction in the area of literacy.	ongoing	Michelle Smith	None	0	NA
The Literacy Coach, classroom teachers, and interventionist will work collectively with the staff to review data and make informed decisions about students that will need Tier II and Tier III interventions.	ongoing	Michelle Smith Jen Wallace (Math) Mary Galyon (ELA)	None	0	NA
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
The implementation of PLCs at LITH will be a standing agenda item at all School Improvement Plan Team Meetings and Staff Meetings. Mrs. Smith will meet with each grade level team at least 5 times throughout the year to dialog about, and support, the PLC implementation process.					
Baseline Data	Benchmark 1	Benchmark 2			
Score of 15 on the 5Essentials Collaborative Teachers	May 2018 Score of 26(Target)	May 2019 Score of 41 (Target)			

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District Goal #2: Engage Family and Community					
SIP Goal #2: SMART Goal					
In the 2016-2017 5 Essentials Survey, LITH Elementary scored 45 “average implementation” in the area of Involved Families. By 2019, survey results will show an increase of 16 points to support a transition to the “more implementation” (score of 61) level in this area.					
Target Group or Sub Group:					
All Parents/Guardians Students Staff					
Rationale/Research: (Wiseways or other)					
<p><u>Wiseways</u> (CL6) School Leadership and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning.</p> <p>(CL15) All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies.</p> <p>(IVDO2) The “ongoing conversation” between school personnel and primary caregivers is candid, supportive, and flows in both directions.</p> <p><u>Home-School-Community Supports:</u> Research has demonstrated the positive impact school-community-home partnerships can have on student achievement and behavior, including higher achievement, better attendance, more course credits earned, and more responsible preparation for class (Catsambis, 2001; Simon, 2004).</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:
We will promote examples of the district mission and vision in action through engaging and positive communication. <ul style="list-style-type: none"> ● Instagram, Facebook, Twitter, D300 App ● School Email/Voicemail Blasts ● Homeroom App for parents ● Teacher webpages/Haiku, updated with ways to connect; (newsletters, website, or apps.) ● Student Learning Presentations 	Aug 2017 and ongoing	Varies: Principal Team Leaders All Teachers	None	0	NA
We will implement an active Literacy Night for parents that empowers them to support their child’s reading growth with a focus on research based best practice reading strategies.	Nov 2017	Mary Galyon Jen Wallace Team Leaders	None	500	LITH Budget

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Monitoring Plan: How will you monitor the effectiveness of your strategy/action?		
We will track the attendance at the various parent engagement events. (Literacy Night and Parent Teacher Conferences). Possible evidence will be documentation of newsletters, websites, emails, etc.		
Baseline Data	Benchmark 1	Benchmark 2
Score of 45 on the 5Essentials Involved Families	May 2018 Score of 53 (Target)	May 2019 Score of 61 (Target)

District Goal #3: Equitable and Efficient Use of Resources					
SIP Goal #3: SMART Goal					
In the 2016-2017 5 Essentials Survey, LITH Elementary scored 27 “less implementation” in the area of Instructional Leadership. By 2019, survey results will show an increase of 14 points (score of 41) to support a transition to the “average implementation” level in this area.					
Target Group or Sub Group:					
LITH Team leaders and Teachers					
Rationale/Research: (Wiseways or other)					
Wise Ways Indicator: A team structure is officially incorporated into the school improvement plan and school governance policy. (1012) Marzano (2003) points out that leadership should not reside with one individual; a team approach to planning and decision making allows for distributive leadership. Planning and decision making within the restructured school require teams, time, and access to timely information. That is, decision-making groups must be organized and given time to plan and monitor the parts of the system for which they are responsible.					
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 collaborate with teachers to create SMART Goals (ELA and Math) in order to provide feedback and engage in dialogue on methods to improve instruction.	September 2017	Michelle Smith Mary Galyon	None	0	NA
The principal will collaborate with teachers to analyze data on an ongoing basis to engage in meaningful conversations about classroom instruction and revise SMART Goals accordingly.	January 2019	Michelle Smith Mary Galyon	None	0	NA
Principal will collaborate with staff in order to build collective commitments as part of the PLC model.	March 2019	Michelle Smith Team Leaders	None	0	NA
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
These teams will meet 4 times a school year (or as needed). Data for the effectiveness of these groups will be measured by the 5Essentials staff survey.					
Baseline Data	Benchmark 1	Benchmark 2			

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Score of 27 on the 5 Essentials Involved Families	May 2018 Score of 34 (Target)	May 2019 Score of 41 (Target)
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District Goal #4: Develop the Whole Child					
SIP Goal #4: SMART Goal					
In the 2016-2017 5 Essentials Survey, LITH Elementary scored 8 “least implementation” in the area of Collective Responsibility. By 2019, survey results will show an increase of 33 points to support a transition to the “average implementation” (score of 41) level in this area.					
Target Group or Sub Group:					
All students identified by their teachers through the DESSA (social and emotional universal screener) who need additional social/emotional supports. All students identified through Data Review who need additional academic supports.					
Rationale/Research: (Wiseways or other)					
Wiseways					
Conditions for Learning (CL1) The school’s learning support system includes academic, physical, social, emotional, and behavioral programming based on school-wide, targeted groups and individualized needs.					
Conditions for Learning (CL2) School Leadership identifies and allocates/reallocates resources needed for Learning Supports’ Implementation.					
Conditions for Learning (CL3) School Leadership monitors and evaluates the implementation of Learning Supports’ programming through an on-going data collection system.					
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:
Continue to build upon and strengthen our PBIS systems of support for all students and those needing Tier II support. <ul style="list-style-type: none"> ● Develop a Co-Led PBIS Tier 2 team. ● PBIS intervention Scheduling Tracker Implemented ● Communicated Intervention Updates to all staff ● Fidelity Check ups for intervention schedule ● PBIS Haiku Page updated 	Sept and on going in 17/18	PBIS Universal and Tier II Team Leaders		0	NA
Strengthen Second Step by creating a pacing guide for the 2017-2018 and the 2018-2019 SY and ensure visuals are posted around the school.	Sept 2017	PBIS Universal and Tier II Team Leaders		0	NA
Build upon Second Step with a minimum of five PBIS booster lessons per year based on school need as supported by data.	May 2018	PBIS Universal and Tier II Team Leaders		0	NA
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					

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We will monitor progress through Data Review meetings, DESSA, Second Step SET, Documentation of the PBIS scheduling tracker, and Intervention Fidelity logs.		
Baseline Data	Benchmark 1	Benchmark 2
Score of 8 on the 5 Essentials Involved Families	May 2018 Score of 25 (Target)	May 2019 Score of 41 (Target)

Goal #5: Academic Progress					
SIP Goal #5a: ELA (Reading) SMART Goal:					
By the end of the 2018-2019 school year, LITH Elementary School student performance will increase by 10% overall in the area of English Language Arts on the PARCC assessment, as compared to 39.3 % 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 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 an overall growth of at least 10% by the end of this three year period. (Goal: 49.3% Meeting or Exceeding Standards)					
Target Group or Sub Group:					
Low Income: 25.5% to increase to 49.3% by the 2018-2019 school year IEP: 0% to 49.3% by the 2018-2019 school year LEP: 4.5% to 49.3% by the 2018-2019 school year Hispanic: 27% to 49.3% by the 2018-2019 school year					
Rationale/Research: (Wiseways or other)					
WWID10 - The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021)					
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 implement the ELA frameworks with a focus on priority standards. The principal and literacy teacher will facilitate district provided professional development.	May 2018	Principal, Literacy Coach and Team Leaders	None	0	NA
Teachers will utilize multiple data sources (iReady, PARCC, classroom assessments) to establish the pre-teach, re-teach needs of targeted groups of students.	May 2019	Principal, Lit Coach and Team Leaders	School	0	NA
We will continue the Leopard Learning After School Program for students that are more than one grade level below in reading by using the iReady Diagnostic Profile data and teacher recommendations to select students.	Oct 2017	Principal, Literacy Coach, Classroom Teachers, School Psychologist, Interventionist	None	10000	D300 and LITH Budget

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Students will know and track their iReady reading scale score and track their own growth throughout the year. "Know your number, know your goal" for both growth and lessons passed.	ongoing	Principal and Team Leaders	School	0	NA
Teachers will receive professional development specific to Tier 1, Tier 2, and Tier 3 vocabulary following D300 Drive Vocabulary implementation plan.	May 2018	Reading Coach and Principal	District		
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
We will use Data Review meetings to monitor the growth of students, instructional groups, classes and grade levels through iReady. PARCC scores will be analyzed each year.					
Target Group	Baseline Data	Benchmark 1 (May 2017)	Benchmark 2 (May 2018)	Benchmark 3 (May 2019)	
Schoolwide	39.3%	42.3%	45.8%	49.3%	
Low Income	25%	33.5%	41.5%	49.3%	
IEP	0%	16.43%	32.86%	49.3%	
LEP	4.5%	14.93%	29.86%	49.3%	
Hispanic	27%	34.4%	41.43%	49.3%	

Goal #5: Academic Progress
SIP Goal #5b: ELA (Writing) SMART Goal:
By the end of the 2018-2019 school year, Lake in the Hills 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 Lake in the Hills Elementary School average writing scale score was 31.4. 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 an additional 4% (2 points) - for an overall growth of at least 10% (6 points) of the possible 60 points by the end of this three year period (average of 41.4 writing scale score on the 18-19 PARCC assessment).
Target Group or Sub Group:
Low Income: 28.2 to increase to 41.4 scale score by the 2018-2019 school year IEP: 19.2 to increase to 41.4 scale score by the 2018-2019 school year LEP: 25.4 to increase to 41.4 scale score by the 2018-2019 school year Hispanic: 27.9 to increase to 41.4 scale score by the 2018-2019 school year
Rationale/Research: (Wiseways or other)
Wiseways IE05 – The principal participates actively with the school’s teams. IE06 - The principal keep a focus on instructional improvement and student learning outcomes. IE07 – The principal monitors curriculum and classroom instruction regularly.

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<p>Conditions for Learning (CL9) 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.</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:
Teachers will implement the Writing frameworks with a focus on priority standards. The principal and literacy teacher will facilitate district provided professional development.	May 2018	Literacy Director, Literacy Coach and Principal	District and School	0	NA
The second common writing assessment in Units 2 & 3 (scored with the common district rubric) will be implemented using Google Docs where teachers will provide digital feedback. .	May 2018	Literacy Director, Literacy Coach and Principal	District and School	0	NA
<p>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</p> <p>We will use team Data Review and PLC planning time to monitor writing scores across grade levels.</p>					
Target Group	Baseline Data	Benchmark 1 (May 2017)	Benchmark 2 (May 2018)	Benchmark 3 (May 2019)	
Schoolwide	31.4	34.4	37.4	41.4	
Low Income	28.2	31.2	34.2	41.4	
IEP	19.2	26.6	34	41.4	
LEP	25.4	30.7	36.0	41.4	
Hispanic	27.9	32.4	36.9	41.4	

<p>Goal #5: Academic Progress</p>	
<p>SIP Goal #5c: Mathematics SMART Goal:</p>	
<p>By the end of the 2018-19 school year, LITH Elementary School student performance will increase by 10% overall in the area of Mathematics on the PARCC assessment, as compared to 49% of students meeting or exceeding standards on the 2015-2016 PARCC assessment school wide. 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 (Goal: 59% Meeting or Exceeding Standards).</p>	

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Target Group or Sub Group:					
Low Income: 35.2% to increase to 59% by the 2018-2019 school year IEP: 4.3% to increase to 59% by the 2018-2019 school year LEP: 13.6% to increase to 59% by the 2018-2019 school year Hispanic: 28.6% to increase to 59% by the 2018-2019 school year					
Rationale/Research: (Wiseways or other)					
Wiseways IE05 – The principal participates actively with the school’s teams. IE06 - The principal keep a focus on instructional improvement and student learning outcomes. IE07 – The principal monitors curriculum and classroom instruction regularly. Conditions for Learning (CL9) 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.					
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:
Weekly PLC groups will use Math Expression formative assessment data to discuss student needs and make instructional decisions.	ongoing	Principal and Team Leaders	School	0	NA
We will utilize our Math Interventionist to push into classrooms and pre-teach specific math concepts and strategies to targeted groups of students based on assessment data from iReady and Math Expressions quick assessments.	ongoing	Interventionist	None	0	NA
Students will know and track their iReady math scale score and document their own growth throughout the year. “Know your number, know your goal” for both growth and lessons passed.	ongoing	Team Leaders	None	200	LITH Budget
We will progress students from concrete to pictorial to abstract through the intentional use of manipulatives.	May 2018	Math Interventionist	None	0	NA
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
We will use Data Review meetings to monitor the growth of students, instructional groups, classes and grade levels through iReady. PARCC scores will be analyzed each year.					
Target Group	Baseline Data	Benchmark 1 (May 2017)	Benchmark 2 (May 2018)	Benchmark 3 (May 2019)	
Schoolwide	49%	52%	55%	59%	
Low Income	35.2%	48.13%	51.06%	59%	
IEP	4.3%	22.53%	40.76%	59%	
LEP	13.6%	38.73%	53.86%	59%	

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Hispanic	28.6%	38.73%	48.86%	59%
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Goal #5: Academic Progress					
SIP Goal #5d: Science SMART Goal:					
By the end of the 2018-2019 school year, Lake in the Hills Elementary School student performance will increase by 10% overall on the Illinois Science Assessment (ISA), as compared to baseline data obtained from the 2015-2016 Illinois Science Assessment. 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 overall growth of at least 10% by the end of this three year period.					
Target Group or Sub Group:					
All Students					
Rationale/Research: (Wiseways or other)					
Wiseways					
IE05 – The principal participates actively with the school’s teams.					
IE06 - The principal keep a focus on instructional improvement and student learning outcomes.					
IE07 – The principal monitors curriculum and classroom instruction regularly.					
Conditions for Learning (CL9)					
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.					
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 use the non-fiction texts in the Wonders program to engage students in reading and writing activities that support the Next Generation Science Standards at least once per unit.	ongoing	Classroom Teachers and Team Leaders	None	0	NA
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.	April 2018	Director of Science and Principal	None	0	NA
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Though a walk through model and “Teacher Check Ins” we can monitor the implementation of the pacing guide as it relates to science.					
Baseline Data	Benchmark 1	Benchmark 2	Benchmark 3		
PARCC 2016	PARCC 2017	PARCC 2018	PARCC 2019		