

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



School Name	Sleepy Hollow Elementary
Principal Name	Jason Lentz
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	Jason Lentz (Principal), Whit Kuhn (4th grade), Misty Palazzo (3rd grade), Matt Green (Psychologist), Nanette Bruce (Literacy), Kerri Blaus (2nd Grade), Kim Dornbos (5th Grade), Corey Dexter (3rd Grade), Irene Mendonca (3-5 SPED), Karin Stratton (4th Grade), Georgette Zimmerman (Kindergarten). Kristi Holm (Interventionist)
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					
Sleepy Hollow Elementary School will demonstrate improvement in the area of Collective Practices by increasing the rating from less implementation (13%) in 2016-17 to average implementation (at least 40%) as measured by the 2018-19 Illinois 5Essentials Survey.					
Target Group or Subgroup:					
Instructional Staff					
Rationale/Research: (Wiseways or other)					
D300 has adopted the philosophy of PLCs. PLCs can help create school structures for collaboration, and transform groups into high-performing collaborative teams (DuFour and Dufour). SHES will continue to implement PLCs into the daily culture. The low rating above will increase as we become more efficient with PLCs. Instructional Rounding provides a venue for allowing teachers to observe each other's practice and work together.					
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 complete the Critical Issues for Team Consideration form twice. One time will be before November and the other time before the end of the school year.	November, May	PLCs	School	N/A	N/A
Two staff members will continue to attend PLC training in August. This will increase the number of trained staff members in the building to ten.	7/31-8/1	District	District	District	District Funded
Two Instructional Roundings will be scheduled with an instructional focus in ELA and math. These will be created by the SIP team.	05/2018	Principal and SIP Team	None	None	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Schedule of the building calendar, documentation of PLC meetings, Instructional Rounding documentation					
Baseline Data 2016-2017	Benchmark 1 12/16/17	Benchmark 2 3/10/18	Benchmark 3 5/24/18		
<ul style="list-style-type: none"> ● PLCs not established ● Instructional Rounding not established 	<ul style="list-style-type: none"> ● First Critical Issues for Team Consideration form completed ● First Instructional Rounding will have taken place 	<ul style="list-style-type: none"> ● Teachers will continue to meet in PLCs and maintain a log of progress ● One IR will have taken place 	<ul style="list-style-type: none"> ● Second Critical Issues for Team Consideration form completed ● Second Instructional Rounding will have taken place with feedback provided to staff 		

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District Goal #2: Engage Family and Community					
SIP Goal #2: SMART Goal					
Sleepy Hollow Elementary school will demonstrate improvement in the area of Involved Families by increasing the rating from average implementation (58%) in 2016-17 to more implementation (at least 60%) as measured by the 2018-19 Illinois 5Essentials Survey.					
Target Group or Subgroup:					
Parents/guardians					
Rationale/Research: (Wiseways or other)					
Regular communication and involvement with families is critical in supporting students' academic and social-emotional growth. "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." That's the conclusion of A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002).					
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 decide their method of regular communication (at least monthly) with families. They may use websites, the Homeroom App, newsletters, email blasts, Haiku, etc. All teachers will choose at least one.	9/1/17	Teachers and Principal	None	0	N/A
The school RCS system will be used regularly to communicate events and opportunities taking place at school.	Ongoing	Principal	None	RCS	District purchased RCS system
The PTC email blast will continue to go out weekly with events and opportunities taking place at school.	Ongoing	PTC	None	None	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Teachers will submit to the principal their plans for regular communication with families. RCS messages and PTC email blasts will provide data relative to content and frequency.					
Baseline Data	Benchmark 1 09/2017	Benchmark 2 01/2018	Benchmark 3 05/2018		
<ul style="list-style-type: none"> ● Most teachers communicate regularly with parents, not all have a defined specific method 	<ul style="list-style-type: none"> ● All teachers will decide their monthly method of communication. ● RCS and PTC email blasts will be monitored. 	<ul style="list-style-type: none"> ● Teachers will have communicated at least six messages to all families. ● RCS and PTC email blasts will be monitored. 	<ul style="list-style-type: none"> ● Teachers will have communicated at least ten messages to all families ● RCS and PTC email blasts will be monitored. 		

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District Goal #3: Equitable and Efficient Use of Resources					
SIP Goal #3: SMART Goal					
Sleepy Hollow Elementary school will demonstrate improvement in the area of Teacher Influence by increasing the rating from less implementation (37%) in 2016-17 to average implementation (at least 40%) as measured by the 2018-19 Illinois 5Essentials Survey.					
Target Group or Subgroup:					
Instructional Staff					
Rationale/Research: (Wiseways or other)					
Elementary schools have been provided \$6,000 in discretionary funds to work with students who need additional academic support. Teachers should be provided influence to how this money is used to support our students because they are the ones working directly with the students.					
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 be provided the opportunity to share best practice instructional activities during in-service and staff meetings.	10/1/17 and ongoing	Principal	None	None	N/A
SIP Team, PLCs, and Data Review Teams will meet and analyze data to create student groups based on need from i-Ready data in math and reading. Students will be selected to participate and grouped based on similar needs according to grouping profiles.	Ongoing	SIP Team and Principal	None	None	N/A
Teachers will provide additional math and ELA services through an after school program.	Ongoing	Teachers and Principal	None	\$6,000	Building budget
SIP Team, PLCs, and Data Review Teams will review data from the instructional groups to allow for decisions to be made about participation in instructional groups. The groups will be flexible and ever-changing.	Ongoing	Teachers and Principal	None	None	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
i-Ready assessments, math assessments, and reading assessments will be used to determine effectiveness of the academic groups. The schedule for these groups will be created based on evenly distributing academic groups throughout the year to utilized the financial allotment of \$6,000.					
Baseline Data	Benchmark 1 12/16/17	Benchmark 2 3/10/18	Benchmark 3 5/24/18		
<ul style="list-style-type: none"> ● First i-Ready benchmark 9/2017 will provide initial baseline data 	<ul style="list-style-type: none"> ● End of second quarter i-Ready data 	<ul style="list-style-type: none"> ● End of third quarter i-Ready data 	<ul style="list-style-type: none"> ● End of fourth quarter i-Ready information 		

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District Goal #4: Develop the Whole Child					
SIP Goal #4: SMART Goal					
Sleepy Hollow Elementary School will demonstrate proficiency in the area of Supportive Environment by scoring “more implementation” (at least 60%) as measured by the 2018-19 Illinois 5Essentials Survey. Students will participate in survey in the 18-19 school year to establish baseline data.					
Target Group or Subgroup: 4th and 5th Grade Students					
Rationale/Research: (Wiseways or other)					
Second Step is a research-based program that will help the social-emotional development of all students. Social-emotional development is an important aspect of the whole child and skills should be directly taught. The PBIS Tiered Fidelity Inventory will be utilized. The DESSA and the DESSA minis will help assist in the supportive environment.					
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:
All classroom schedules will show Second Step time. This will be built into the master schedule.	8/22/17	Teachers	None	None	N/A
4th and 5th Grade students will complete the 5 Essentials Survey	5/1/18	Teachers	None	None	N/A
All teachers will complete the DESSA.	10/6/17	Social Worker	None	None	N/A
All teachers will completed the DESSA minis.	See benchmark below	Teachers	School	None	N/A
Second Step SET will be completed in February and compared to last year’s score. Data results will be communicated to staff and strategies developed to further support the students. In 2015-2016, SHES scored 81% on the Second Step SET. In 2016-2017, SHES scored 96% on the SET. SHES will score 95% or above in 2017-2018	2/18	Principal	District	None	N/A
PBIS teams meet monthly	Ongoing	Tier I Coach, Tier II Coach	School	None	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Walkthroughs will take place to ensure Second Step is being taught. The SIP Team and Grade Level Representative meetings will have discussions of any needs that classroom teachers may have in an effort to further support instruction.					
Baseline Data	Benchmark 1 12/8/17	Benchmark 2 2/2/18	Benchmark 3 3/9/18		
<ul style="list-style-type: none"> ● The DESSA will be administered in all classrooms by 10/6/17 	<ul style="list-style-type: none"> ● 1st DESSA Mini 	<ul style="list-style-type: none"> ● 2nd DESSA Mini 	<ul style="list-style-type: none"> ● 3rd DESSA Mini. 		

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Goal #5: Academic Progress					
SIP Goal #5a: ELA (Reading) SMART Goal:					
By the end of the 2018-19 school year, students meeting or exceeding will increase by at least 10% overall in the area of ELA on the PARCC assessment, as compared to 51.7% 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 2%; in the 2017-18 school year, this increase will be an additional 4%. 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 (61.7% meeting or exceeding).					
Target Group or Subgroup:					
Low Income: 39% in 2015-16, to grow to 61.7% by 2018-19 IEP: 18% in 2015-16, to grow to 61.7% by 2018-19 Hispanic: 48.0% in 2015-16, to grow to 61.7% by 2018-19					
Rationale/Research: (Wiseways or other)					
Reasonable and steady goals are important to continue to make improvements in PARCC. Our subgroups listed above are behind our school-wide scores, therefore, need to close the gap.					
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 Framework with fidelity and focus on student mastery of Priority Standards.	Ongoing	Staff	School	N/A	N/A
PLCS will complete the Critical Issues for Team Consideration form twice. One time will be before November and the other time before the end of the school year	November, May	PLCs	School	N/A	N/A
Utilize i-Ready and guided reading levels to differentiate for learning based on student needs.	9/2017 (ongoing throughout year)	Teachers	None	District	District funded
Students who are behind academically will receive pre-teach and re-teach support to close the learning gap.	9/2017 (ongoing throughout year)	Literacy teacher and Interventionist	None	None	Position within district
Teachers will utilize i-Ready Intentional Usage plan to target instruction to individual students.	Ongoing	Teachers	None	District	District funded
Before or after school interventions to take place based on defined student needs.	After fall i-Ready benchmark assessment	Principal	None	\$6,000	Building budget
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Data Review Meetings, Walkthroughs, SIP Team Reports, Grade Level Representative Meetings, PLC Meeting Notes					

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Target Group *all % refer to meets or exceeds	Baseline Data	Benchmark 1 2016-17	Benchmark 2 2017-18	Benchmark 3 2018-19
Schoolwide	51.7%	42.7%	57.1%	61.7%
Low Income	39%	30.8%	57.1%	61.7%
IEP	18.0%	11.3%	57.1%	61.7%
Hispanic	48.0%	30.4%	57.1%	61.7%

Goal #5: Academic Progress					
SIP Goal #5b: ELA (Writing) SMART Goal:					
By the end of the 2018-2019 school year, Sleepy Hollow 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, Sleepy Hollow Elementary School average writing scale score was 34.7. 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 40.7 writing scale score on the 18-19 PARCC assessment).					
Target Group or Subgroup:					
Low Income: 30.7 in 2015-16, to grow to 40.7 by 2018-19 IEP: 30.2 in 2015-16, to grow to 40.7% by 2018-19 Hispanic: 32.8 in 2015-16, to grow to 40.7% by 2018-19					
Rationale/Research: (Wiseways or other)					
We are continuing our ELA curriculum and will incorporate the writing component. Therefore it is necessary to measure our students' growth over the next years as this is implemented.					
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 complete the Critical Issues for Team Consideration form twice. One time will be before November and the other time before the end of the school year	November, May	PLCs	School	N/A	N/A
Teachers will complete two Writing Process Pieces each unit which will be scored with the common district rubric.	Ongoing	Staff	District	District	District funded
The second (2 nd) common writing assessment in Units 2 & 3 (scored with the common district rubric) will be implemented in google docs and teachers will give feedback digitally.	December	Teachers	None	District	District funded

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Reading/writing interventions will target students with additional academic needs	9/2017 (ongoing throughout year)	Literacy teacher and reading interventionist	None	None	Position within district
Teachers will utilize i-Ready Intentional Usage plan to target instruction to individual students.	Ongoing	Teachers	None	District	District funded
Before or after school interventions to take place based on defined student needs.	After fall benchmark assessment	Principal	None	\$6,000	Building budget
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Data Review Meetings, Walkthroughs, SIP Team Reports, Grade Level Representative Meetings, PLC Meeting Notes					
Target Group *all % refer to meets or exceeds	Baseline Data	Benchmark 1 2016-17	Benchmark 2 2017-18	Benchmark 3 2018-19	
Schoolwide	34.7	32.4	38.7	40.7	
Low Income	30.7	29.2	38.7	40.7	
IEP	30.2	29	38.7	40.7	
Hispanic	32.8	29.2	38.7	40.7	

Goal #5: Academic Progress					
SIP Goal #5c: Mathematics SMART Goal:					
By the end of the 2018-19 school year, students meeting or exceeding will increase by at least 10% overall in the area of Math on the PARCC assessment, as compared to 43% 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 2%; in the 2017-18 school year, this increase will be an additional 4%. 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 (53% meeting or exceeding).					
Target Group or Subgroup:					
Low Income: 25.4% in 2015-16, to grow to 53% by 2018-19 IEP: 18.5% in 2015-16, to grow to 53% by 2018-19 Hispanic: 35.4% in 2015-16, to grow to 53% by 2018-19					
Rationale/Research: (Wiseways or other)					
Reasonable and steady goals are important to continue to make improvements in PARCC. Our subgroups listed above are behind our school-wide scores, therefore, need to close the gap.					
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 complete the Critical Issues for team Consideration form twice. One time will be before November and the other time before the end of the school year	November, May	PLCs	School	N/A	N/A
Teachers will intentionally utilize math manipulatives during instruction to move from the	Ongoing	Staff	None	None	N/A

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concrete to the representational/pictorial to the abstract.					
Utilize i-Ready math to differentiate for learning based on student needs.	09/2017 (ongoing throughout year)	Teachers	None	District	District Funded
Math interventions will target students with specific needs. Math interventions will occur at grades 3 and 4 and will use data to provide preteaching and reteaching of skills.	09/2017 (ongoing throughout year)	Interventionist	District	District	New position, district funded
Teachers will intentionally use math vocabulary from Math Expressions and i-Ready for whole group and small group instruction.	Ongoing	Teachers	None	School	N/A
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	School	N/A
Teachers will utilize i-Ready Intentional Usage plan to target instruction to individual students.	Ongoing	Teachers	None	District	District funded
Before or after school interventions to take place based on defined student needs.	After fall benchmark assessment	Principal	None	\$6,000	Building budget

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

Data Review Meetings, Walkthroughs, SIP Team Reports, Grade Level Representative Meetings, PLC Meeting Notes

Target Group *all % refer to meets or exceeds	Baseline Data	Benchmark 1 2016-17	Benchmark 2 2017-18	Benchmark 3 2018-19
Schoolwide	43%	36.2%	49%	53%
Low Income	25.4%	16.9%	49%	53%
IEP	18.5%	21.2%	49%	53%
Hispanic	35.4%	17.9%	49%	53%

Goal #5: Academic Progress

SIP Goal #5d: **Science** SMART Goal:

By the end of the 2018-19 school year, Sleepy Hollow 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%; 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.

Target Group or Subgroup:

Low Income 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.

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<p>IEP 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.</p> <p>Hispanic 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.</p>					
<p>Rationale/Research: (Wiseways or other)</p> <p>“According to the U. S. Department of Commerce, STEM occupations are growing at 17%, while other occupations are growing at 9.8%. STEM degree holders have a higher income even in non-STEM careers. Science, technology, engineering and mathematics workers play a key role in the sustained growth and stability of the U.S. economy, and are a critical component to helping the U.S. win the future. STEM education creates critical thinkers, increases science literacy, and enables the next generation of innovators. Innovation leads to new products and processes that sustain our economy.” http://engineeringforkids.com/article/02-02-2016-importanceofstem</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:
Implement STEM class to all students with the general education teachers supporting the STEM program through classroom activities.	Ongoing	STEM Teacher	District	District	District funded
The STEM teacher and principal will receive professional development and implement strategies from the professional development to support students.	Ongoing	STEM Teacher, Principal	District	District	District funded
Teachers will incorporate nonfiction science into their instruction through the Wonders ELA Program.	Ongoing	Teachers	None	None	N/A
<p>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</p> <p>The principal will conduct classroom walkthroughs and observations. The Illinois Science Assessment will be analyzed each year.</p>					
Target Group *all % refer to meets or exceeds	Baseline Data	Benchmark 1 2016-17	Benchmark 2 2017-18	Benchmark 3 2018-19	
Schoolwide	Not yet available	ISA	ISA	ISA	
Low Income	Not yet available	ISA	ISA	ISA	
IEP	Not yet available	ISA	ISA	ISA	
Hispanic	Not yet available	ISA	ISA	ISA	