

Community Unit School District 300 School Improvement Plan, 2016-2017



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	Tammy Chmelik (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), Deb Kaczar (Media Teacher), Leslee Kriegel (Special Education Teacher), Linda Brodie (School Psychologist), Theresa Newton (Math Interventionist), Jennifer Lupo (Kindergarten Teacher), Amy Driscoll (Second Grade Teacher), Samantha Placzek (Kindergarten Teacher), Theresa Tuttle (Third Grade Teacher), Sandy Slovacek (Special Education 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
Members of the Developing Great Teachers and Leaders SIP Goal PLC will facilitate monthly grade level PLC meetings focused on examining student work using their grade level writing pieces and the District rubrics.	Ongoing 2017-2019	Principal. Assistant Principal, Developing Great Teachers and Leaders SIP Goal PLC Members	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)		
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 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	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 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)		
2017 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	2019 Illinois 5Essentials Survey data for Gary D. Wright Elementary School		

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District Goal #3: Equitable and Efficient Use of Resources					
SIP Goal #3: SMART Goal					
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
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)		
2017 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	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
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)			
Gary D. Wright Elementary School was recognized by the Midwest PBIS Network as a Bronze Level School in 2014-2015 school year. ----- In the area of Collective Responsibility, 2017 Illinois 5Essentials Survey data for Gary D.	Gary D. Wright Elementary School was recognized by the Midwest PBIS Network as a Gold Level School for the 2016-2017 school year. ----- In the area of Collective Responsibility, 2017 Illinois 5Essentials Survey data for	2018 Illinois 5 Essentials Survey Data	2019 Illinois 5 Essentials Survey Data and Midwest PBIS Network status recognition			

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Wright Elementary School indicates a value of Average Implementation.	Gary D. Wright Elementary School indicates a value of Less Implementation.		
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Goal #5: Academic Progress
SIP Goal #5a: <i>ELA (Reading)</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 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).
Target Group or Subgroup:
<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> <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>
Rationale/Research: (Wiseways or other)
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.

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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.	Ongoing 2017-2019	Classroom Teachers, Ed Services Staff, Literacy 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 the lowest quartile of students on the 2017 and 2018 ELA PARCC Assessments. The students will be provided appropriate interventions through i-Ready on-line 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 2018 and 2019 ELA PARCC Assessments.	Ongoing 2017-2019	District Department of Assessment and Accountability, GDW Staff, Principal, Assistant Principal	N/A	N/A	N/A
Teachers will be provided with training and resources to implement the ELA curriculum framework with fidelity and focus on student mastery of priority standards. In addition, the Principal and Director of Literacy will meet with Grade Level PLCs once a semester to discuss best practices in ELA. Focus topics will include guided reading and The Daily 5.	Ongoing 2017-2019	Principal, Director of Literacy	District	N/A	N/A
Each grade level will meet as a PLC once a month and will focus on ELA instruction, priority standards, and their PLC Reading SMART goal.	Ongoing 2017-2019	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
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	Benchmark 1 PARCC Assessment 2016-2017	Benchmark 2 PARCC Assessment 2017-2018	Benchmark 3 PARCC Assessment 2018-2019	

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	% Meets or Exceeds ELA	% Meets or Exceeds ELA	% Meets or Exceeds ELA	% Meets or Exceeds ELA
Schoolwide	35.6%	38.6%	41.6%	45.6%
Low Income	23.3%	30.3%	37.3%	45.6%
IEP	10.8%	20.8%	33.2%	45.6%
LEP	14.3%	24.3%	34.3%	45.6%
Hispanic	30.5%	35.5%	40.5%	45.6%
Black	20%	28%	36%	45.6%

Goal #5: Academic Progress

SIP Goal #5b: *ELA (Writing)* 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.

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.

Rationale/Research: (Wiseways or other)

Writing data on PARCC identifies a need for continuous improvement.

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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 in PLCs to review student writing samples using district-wide rubrics	Ongoing	Grade Level Teams, Principal, Assistant Principal	N/A	N/A	N/A
Staff will work collaboratively with District Administration to engage in professional development related to Wonders Writing curriculum component	Ongoing	District Administration, Grade Level Teams, Principal, Assistant Principal	N/A	N/A	N/A
Grade level teams will develop intervention writing strategies based on student performance results as measured by the District quarterly writing assessment (District rubric)	Quarterly	Grade Level Teams, Principal, Assistant Principal	N/A	N/A	N/A
The second common writing assessment in Units 2 & 3 (scored with the common District rubric) will be implemented in Google Docs and teachers will provide students with feedback digitally	Ongoing	Grade Level Teams. DLCs, Principal, Assistant Principal	District	N/A	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Effectiveness will be monitored through grade level teams regularly reviewing student writing samples using district-wide rubrics.					
Target Group	Baseline Data PARCC Assessment 2015-2016	Benchmark 1 PARCC Assessment 2016-2017	Benchmark 2 PARCC Assessment 2017-2018	Benchmark 3 PARCC Assessment 2018-2019	
Schoolwide	29.5	31.5	33.5	35.5	
Low Income	26.4	29.4	32.4	35.5	
IEP	22.4	26.4	30.4	35.5	
LEP	25.2	28.2	31.2	35.5	
Hispanic	27.9	29.9	31.9	35.5	
Black	29.4	31.4	33.4	35.5	

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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:
Utilize iReady instructional grouping profiles to differentiate learning based on individual student needs.	Ongoing throughout the 2016-2017 school year	Classroom Teachers, Ed Services Staff, Math Interventionist, Melanie Gravel, Brett Unruh	District PD	District Funded	District Funded
Utilize iReady online instruction to target learning gaps and enrichment opportunities. Each student	Ongoing throughout the 2016-2017 school year	Students, Classroom Teachers, Parents, Melanie Gravel, Brett Unruh	District PD	District Funded	District Funded

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will strive to successfully complete one iReady reading lesson per week.					
Grade Level Teams meet in PLCs to review student math data and utilize data to begin flexible math groups	2017-2018 school year	Classroom Teachers, Ed Services Staff, Math Interventionist, Melanie Gravel, Brett Unruh	N/A	N/A	N/A
Utilize multiple data points (iReady, classroom assessments, PARCC, etc.) to determine pre-teach/reteach needs to targeted groups of students.	Ongoing throughout the 2016-2017 school year	Math Interventionist, Psychologist, Classroom Teachers, Ed Services Staff, Melanie Gravel, Brett Unruh	N/A	N/A	N/A
Grade level teams will identify key manipulative resources for each unit of study to be implemented during instructional throughout the year.	Ongoing throughout the 2016-2017 school year	Classroom Teachers, Math Interventionist, Melanie Gravel, Brett Unruh	N/A	N/A	N/A
The building administration will work with the District #300 Department of Assessment and Accountability to identify the lowest quartile of students on the 2016 Math PARCC Assessment. The students will be provided appropriate interventions through i-Ready on-line 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 2017 Math PARCC Assessment.	Ongoing throughout the 2016-2017 school year	District Department of Assessment and Accountability, Melanie Gravel, Brett Unruh, GDW Staff	N/A	N/A	N/A
Each grade level will meet as a PLC once a month and will focus on Math instruction, 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

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 PARCC Assessment 2016-2017 % Meets or Exceeds Math	Benchmark 2 PARCC Assessment 2017-2018 % Meets or Exceeds Math	Benchmark 3 PARCC Assessment 2018-2019 % Meets or Exceeds Math
Schoolwide	41.5%	44.5%	47.5%	51.5%

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Low Income	36.7%	41.6%	46.5%	51.5%
IEP	13.5%	26.1%	38.7%	51.5%
LEP	28.6%	36.2%	43.8%	51.5%
Hispanic	28.8%	36.4%	44%	51.5%
Black	20%	30.5%	41%	51.5%

Goal #5: Academic Progress					
SIP Goal #5d: <i>Science</i> SMART Goal:					
Students will understand the Illinois Learning Standards for Science. Furthermore, students will apply their understanding of the standards to all STEM processes while conducting various hands on investigations. 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 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: 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:
Science - Project Based Learning: Teachers will integrate project based learning through hands-on experiments that either focus on scientific inquiry and engineering design. This will occur during the school day. Evidence of project based learning will be seen through the projects created by the students.	Ongoing	GDW Staff	N/A	N/A	N/A

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Technology - Computer Literacy: Students will have an opportunity to utilize technology in their STEM lessons through research as well as data analyze and collection.	Ongoing	GDW Staff	N/A	N/A	N/A
Engineering - Engineering Design: Students will think like engineers, industrial designers, and problem solvers as they participate in a variety of hands-on experiments and create their own inventions as they utilize the Engineering Design Process of: 1. Identify and formulate a problem. 2. Design a solution (prototype). 3. Create a solution (prototype). 4. Test and re-test to optimize solution that fits criteria and constraints. 5. Communicate and share the solution.	Ongoing	GDW Staff	N/A	N/A	N/A
Math - Analyze and Interpret Data: The development of the skill to analyze and interpret data is a critical science and engineering practice. By analyzing and interpreting data, students concentrate on higher order thinking in math such as identify patterns. STEM teachers will provide students with opportunities to collect data which will be examined.	Ongoing	GDW Staff	N/A	N/A	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
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	TBD	+3% from 2015-2016	+6% from 2015-2016	+10% from 2015-2016	
Low Income	TBD	+3% from 2015-2016	+6% from 2015-2016	+10% from 2015-2016	
IEP	TBD	+3% from 2015-2016	+6% from 2015-2016	+10% from 2015-2016	
LEP	TBD	+3% from 2015-2016	+6% from 2015-2016	+10% from 2015-2016	
Hispanic	TBD	+3% from 2015-2016	+6% from 2015-2016	+10% from 2015-2016	
Black	TBD	+3% from 2015-2016	+6% from 2015-2016	+10% from 2015-2016	