

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



School Name	Dundee Highlands Elementary School	
Principal Name	Mrs. Karen Cumpata	
Mission and Vision	Mission: To ensure all students are college or career ready upon graduation Vision: Learners today, Leaders tomorrow	
School Improvement Team Members	Mrs. Karen Cumpata - Principal Mrs. Sarah Spindler - Kindergarten Mrs. Sheree Raue - 1st Grade Teacher Mrs. Peggy Hanley - 2nd Grade Teacher	Mrs. Janet Kmiecik - 3rd Grade Teacher Mrs. Bethany Rotenberry - 4th Grade Teacher Mrs. Shalon Leschman - 5th Grade Teacher Dr. Victoria Miceli-Randolph - Psychologist
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					
Dundee Highlands Elementary School will demonstrate improvement in the area of Teacher Influence by increasing the rating from Average Implementation (41) in 2016-17 to at least More Implementation as measured by the 2018-19 Illinois 5Essentials Survey.					
Target Group or Sub Group:					
All certified staff members					
Rationale/Research: (Wiseways or other)					
Three Big Ideas That Drive the Work of a PLC: The essence of the PLC process is captured in three big ideas: 1. The purpose of our school is to ensure all students learn at high levels. 2. Helping all students learn requires a collaborative and collective effort. 3. To assess our effectiveness in helping all students learn we must focus on results—evidence of student learning—and use results to inform and improve our professional practice and respond to students who need intervention or enrichment. --Rick Dufour, Learning by Doing					
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 lead a book study about mindset in the classroom with certified staff members. The book study will focus on understanding growth and fixed mindsets, building a mindset culture in the classroom, understanding the power of failure, and the power of adopting a growth mindset.	February 2018	Principal	School	500	Building budget
The principal will create a Danielson Framework Haiku class that will allow teachers to build their understanding of the Danielson Framework.	October 2017- May 2018	Principal	School	None	None
The principal will guide grade level reps to lead the development and understanding of the PLC model with their own grade level.	Ongoing	Principal	School	None	Building Budget
The principal and grade level reps will meet monthly and will develop a PLC meeting template that will help guide and facilitate their weekly PLC by focusing the discussion on student learning targets, common assessments, and student data. Grade level reps and principal will review and discuss PLC agenda items and notes.	September 2017	Principal, PLC Building Team	School	3,293.57	Building Budget
Teams and/or grade levels will meet once a week. Grade level reps will support team meeting norms and will guide weekly discussions to ensure the team is focusing on specific learning targets, common assessments and the data collected from the assessments.	Ongoing	Principal, PLC Building Team, Team Leaders	School	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Grade Level PLC agendas and notes; Danielson Framework Haiku Class Attendance; Review of 2017-2018 5Essentials data					

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Baseline Data 2015/2016	Benchmark 1 (October 2017)	Benchmark 2 (January 2018)	Benchmark 3 (May 2018)
PLCs not established	Danielson Framework Haiku class created Grade Level Reps implemented Monthly Grade Level PLC meetings	Book Study implemented PLC Grade Level Haiku page with agenda and notes	2017-2018 5Essentials Data

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District Goal #2: Engage Family and Community					
SIP Goal #2: SMART Goal					
Dundee Highlands Elementary School will demonstrate improvement in the area of Involved Families by increasing the rating from Average Implementation (55) in 2016-17 to at least More Implementation as measured by the 2018-19 Illinois 5Essentials Survey.					
Target Group or Sub Group:					
Parents and Students					
Rationale/Research: (Wiseways or other)					
Research suggests that adult support may be the single most important aspect of how children succeed in school and life. <i>Psychology Today</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 and grade level teachers will host at least 3 parent events during the school day or in the evening to engage parents in the learning process. These events will provide parents the opportunity to be a part of the school learning community. The principal and staff will host events outside of the school day to invite parents and grandparents into the school to help build a positive relationship between home and school.	May 2018	Teachers, Principal	None	1200	Building Budget
Principal and grade level teachers will communicate dates and times of Parent/Teacher Conferences.	November 2017	Principal, Teachers	None	None	None
Grade level teachers will communicate to families how to access Haiku to view grade level information and ELA (Wonders) weekly focus wall.	August 2017	Teachers	District	None	None
Grade level teachers will update and stay current with their curriculum calendar in McGraw Hill ConnectEd database. Grade level teachers will use and post the digital focus walls on their Haiku page for parent to access the weekly ELA standards and skills/strategies that will be taught during the week. Support staff and specials teachers will create a Haiku page for students and parents. Teachers will share information about curriculum and resources to support learning.	Ongoing	Teachers	District	None	None
The principal will send a monthly newsletter to all parents. The newsletter will provide parents with information about upcoming events and opportunities at both the building level and district level. The principal will send a weekly wrap-up message to all parents sharing information from the current week as well as reminders for the upcoming week.	August 2017	Principal	None	None	None

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Monitoring Plan: How will you monitor the effectiveness of your strategy/action?			
Parent feedback at each grade level event; Parent Attendance at School Events; Parent/Teacher Conference Attendance; Review of 2017-2018 5Essentials data			
Baseline Data	Benchmark 1 (November 2017)	Benchmark 2 (January 2018)	Benchmark 3 (May 2018)
We have no baseline data	Attendance from School Event 1 Attendance from School Event 2	Parent/Teacher Conference Survey Attendance from School Event 3	Attendance from School Event 4 Attendance from School Event 5 Attendance from School Event 6 2017-2018 5Essentials Data

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District Goal #3: Equitable and Efficient Use of Resources					
SIP Goal #3: SMART Goal					
Dundee Highlands Elementary School will demonstrate improvement in the area of Collective Responsibility by increasing the rating from Less Implementation (38) in 2016-17 to at least Average Implementation as measured by the 2018-19 Illinois 5Essentials Survey.					
Target Group or Sub Group:					
All Staff members					
Rationale/Research: (Wiseways or other)					
School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation: Wiseways CI12 Indicator (2344)					
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 grade level reps/SIP Team will review the \$6000 allotment from Superintendent Heid to develop a math extended day program for targeted students. The extended day program will focus on math investigations and project-based learning. The Principal will work with the Director of Math to provide PD on inquiry based math instruction for the teachers who are facilitating the math after school program.	October 2017	Principal, SIP Team	none	6000	Building Budget
The principal, grade level teachers and support staff will review classroom data, behavioral data, and SEL data to determine appropriate assemblies that will engage students in the areas of goal setting, positive choices and growth mindset.	Ongoing	Principal, Grade Level Reps, Teachers	none	3000	Building Budget
Grade levels will develop a supply inventory and utilize the inventory to make informed decisions on purchases	Ongoing	Grade Level Teachers	none	none	none
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Extended day program attendance; Fall, winter and spring iReady data; 2017-2018 5Essential data					

Baseline Data	Benchmark 1 (October 2017)	Benchmark 2 (February 2018)	Benchmark 3 (May 2018)
Extended day programs not yet established	Extended day program designed; Extended day program students identified School Assembly 1	Review winter iReady data for students participating in the extended day program; make data driven decisions to enhance or refine the extended day program School Assembly 2	Review spring iReady data for students participating in the extended day program; make data driven decisions to enhance or refine the extended day program for the following school year; 2017-2018 5Essentials Data

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District Goal #4: Develop the Whole Child					
SIP Goal #4: SMART Goal					
Dundee Highlands Elementary School will demonstrate improvement in the area of Collaborative Practices by increasing the rating from Less Implementation (22) in 2016-17 to at least Average Implementation as measured by the 2018-19 Illinois 5Essentials Survey.					
Target Group or Sub Group:					
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:
Grade level reps will work with their grade level team to provide opportunities for peer observations.	Ongoing	Principal, Grade Level Reps	School	None	None
The principal will create an instructional schedule that will allow for one hour of common grade level PLC time each week.	Ongoing	Principal, Grade Level Reps	School	None	None
Grade level teachers will meet as a grade level PLC once a month, for one hour after school, to focus on ELA instruction. Grade level teachers will discuss priority standards, learning targets and common formative and summative assessments.	September 2017	Principal, Grade Level Reps, Teachers	School	5,737.20	Building Budget
The principal and Director of Literacy will meet with grade level PLCs once a semester to discuss best practices in ELA.	Ongoing	Principal, Director of Literacy, Teachers	School, District	None	None
The principal and Director of Math will work together to design monthly PD, that will take place during scheduled Faculty Workshops, focusing on inquiry-based math instruction.	Ongoing	Principal, Director of Math, Teachers	School, District	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
2017-2018 5Essentials Data; Faculty Workshop Agendas; ELA PLC Googledoc for PD with Director of Literacy					
Baseline Data	Benchmark 1 (October 2017)	Benchmark 2 (January 2018)	Benchmark 3 (May 2018)		
Common grade level PLC time not established	Instructional Schedule created Director of Literacy has met with each grade level PLC to discuss ELA best practices	Grade Level PLC agendas and notes posted to PLC Haiku page	2017-2018 5Essentials Data		

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Goal #5: Academic Progress					
SIP Goal #5a: ELA (Reading) SMART Goal:					
By the end of the 2018-2019 school year, Dundee Highlands Elementary School student performance will increase by 10% overall in the area of ELA Reading on the PARCC assessment as compared to 42% of student meeting or exceeding standards on the 2015-2016 PARCC assessment building wide. In the 2016-17 school year, this increase will be at least 3% (45%); in the 2017-18 school year, this increase will be an additional 3% (48%); and finally, in the 2018-19 school year, this increase will be at least 4% (52%) - for an overall growth of at least 10% by the end of this three year period (52% meeting or exceeding standards).					
Target Group or Subgroup:					
<p>Low Income: This subgroup will reach 52% ELA proficiency in 2018-2019 as compared to 22% proficiency in 2015-2016 (increase 30%).</p> <p>IEP: This subgroup will reach 52% ELA proficiency in 2018-2019 as compared to 31 % proficiency in 2015-2016 (increase 21%).</p> <p>LEP: This subgroup will reach 52% ELA proficiency in 2018-2019 as compared to 12% proficiency in 2015-2016 (increase 40%).</p> <p>Hispanic: This subgroup will reach 52% ELA proficiency in 2018-2019 as compared to 22% proficiency in 2015-2016 (increase 30%).</p> <p>Black: NA</p>					
Rationale/Research: (Wiseways or other)					
Instructional teams use student learning data to identify students in need of instructional support or enhancement: Wiseways 1061					
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 with training and resources to implement the ELA curriculum frameworks 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 Daily 5.	Ongoing	Principal, Director of Literacy	School, District	None	None
Each grade level will meet as a PLC once a month that will focus on ELA instruction and priority standards. Teachers will keep a current agenda that focuses on the 3 Big Ideas of a PLC. Teachers will also update their classroom Haiku page each week so that students and parents are able to access current learning targets and skills.	Ongoing	Teachers, Literacy Teacher	None	5,737.20	Building Budget
Implementation of reading intervention by school literacy teacher to impact the growth of the lowest tier students. The quantity of students that require intervention exceed the amount the literacy teacher can provide. This will require classroom teachers to	September 2017 (ongoing)	Principal, Literacy Teacher, Classroom Teacher	None	None	None

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differentiate classroom core instruction and interventions.					
EL teacher will provide targeted interventions and pre-teaching activities for EL students using the Wonders EL Program. EL students will demonstrate an average of 60-70% mastery on the Wonders Weekly Assessments.	Ongoing	EL Teacher	District	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
PARCC data will be analyzed at the end of the 2017-2018 school year; Data Review Meetings and Data Dashboards; PLC Grade Level Haiku Agendas; Wonders Weekly and Unit Assessment Data					
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	42% proficient	45% proficient	48% proficient	52% proficient	
Low Income	22% proficient	32% proficient	42% proficient	52% proficient	
IEP	31% proficient	38% proficient	45% proficient	52% proficient	
LEP	12% proficient	25% proficient	38% proficient	52% proficient	
Hispanic	29% proficient	32% proficient	42% proficient	52% proficient	
Black	NA	NA	NA	NA	

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Goal #5: Academic Progress					
SIP Goal #5b: ELA (Writing) SMART Goal:					
By the end of the 2018-2019 school year, Dundee Highlands 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 Dundee Highlands Elementary School average writing scale score was 32.9 points. 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 38.9 writing scale score on the 18-19 PARCC assessment).					
Target Group or Subgroup:					
Low Income: This subgroup will reach 38.9 points as an average writing scale score on the PARCC Assessment in the 2018-2019 as compared to 29.5 proficiency points. IEP: This subgroup will reach 38.9 points as an average writing scale score on the PARCC Assessment in the 2018-2019 as compared to 30.6 proficiency points. LEP: This subgroup will reach 38.9 points as an average writing scale score on the PARCC Assessment in the 2018-2019 as compared to 25.4 proficiency points. Hispanic: This subgroup will reach 38.9 points as an average writing scale score on the PARCC Assessment in the 2018-2019 as compared to 29.8 proficiency points. Black: NA					
Rationale/Research: (Wiseways or other)					
Instructional teams use student learning data to identify students in need of instructional support or enhancement: Wiseways 1061					
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 provide constructive feedback using digital tools such as Google docs to encourage the 1:1 deployment and introduce a high yield instructional strategy. Digital feedback will be specific and timely focused on student growth and improvement.	Ongoing	Classroom Teachers	District	None	None
Students in grades 1-5 will complete 2 writing process pieces in each ELA unit throughout the 2017-2018 school year. Instructional focus will be on improvement of the writing process as measured by district common writing rubrics.	Ongoing	Classroom Teachers	District	None	None
EL teacher will provide targeted interventions and pre-teaching activities for EL students using the Wonders EL Program. EL students will demonstrate an average of 60-70% mastery on the Wonders Weekly Assessments.	Ongoing	EL Teacher	None	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
PARCC data will be analyzed at the end of the 2017-2018 school year; Wonders Weekly and Unit Assessments; Hapara Data on digital feedback					

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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	32.9 points	34.9 points	36.9 points	38.9 points
Low Income	29.5 points	32.6 points	35.7 points	38.9 points
IEP	30.6 points	33.6 points	36.1 points	38.9 points
LEP	25.4 points	29.9 points	34.4 points	38.9 points
Hispanic	29.8 points	32.8 points	35.8 points	38.9 points
Black	NA	NA	NA	NA

Goal #5: Academic Progress

SIP Goal #5c: **Mathematics** SMART Goal:

By the end of the 2018-2019 school year, Dundee Highlands Elementary School student performance will increase by 10% overall in the area of Math on the PARCC assessment as compared to 47% of student meeting or exceeding standards on the 2015-2016 PARCC assessment building wide. In the 2016-17 school year, this increase will be at least 3% (50%); in the 2017-18 school year, this increase will be an additional 3% (53%); and finally, in the 2018-19 school year, this increase will be at least 4% (57%) - for an overall growth of at least 10% by the end of this three year period (57% meeting or exceeding standards).

Target Group or Subgroup:

Low Income: This subgroup will reach 57% Math proficiency in 2018-2019 as compared to 26% proficiency in 2015-2016 (increase 31%).

IEP: This subgroup will reach 57% Math proficiency in 2018-2019 as compared to 50% proficiency in 2015-2016 (increase 7%).

LEP: This subgroup will reach 57% Math proficiency in 2018-2019 as compared to 18% proficiency in 2015-2016 (increase 39%).

Hispanic: This subgroup will reach 57% Math proficiency in 2018-2019 as compared to 20% proficiency in 2015-2016 (increase 37%).

Black: NA

Rationale/Research: (Wiseways or other)

Instructional teams use student learning data to identify students in need of instructional support or enhancement: Wiseways 1061

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 teachers will follow the Math Expressions program and use the math manipulatives recommended in the frameworks with fidelity (pacing guide, assessments). Classroom teachers will utilize math manipulatives consistently to support instruction. Teachers will move students through progression of concrete to	Ongoing	Teachers, Math Interventionist	None	None	None

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representational to abstract. Students will be provided the ability to utilize concrete and representational methods based on their level of conceptual understanding.					
Staff will be provided with coaching opportunities and resources to increase their capacity to utilize math manipulatives, explicitly teach academic vocabulary using a math word wall or flip charts, and implement Math Talk in their instruction.	Ongoing	Principal, Classroom Teachers, Math Interventionist	District, School	None	None
The lowest 10% of students in each grade level will participate in an after school program to close the gap between current levels of performance and expected grade level mastery in the area of math. Instructional focus will be on Number Sense and Algebra and Algebraic Reasoning.	October 2017	Principal, Classroom Teachers	None	6,000	Building Budget
The Math Interventionist will provide students with small group instruction based on iReady benchmark data in Number Sense and Algebra and Algebraic Thinking.	Ongoing	Teachers, Math Interventionist	None	None	None
The principal and Director of Math will work together to design monthly PD, that will take place during scheduled Faculty Workshops, focusing on core instruction and inquiry-based math instruction.	Ongoing	Principal, Director of Math	None	None	None

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

Data Review Meetings and Data Dashboards; Faculty Workshop Agendas; Analysis of math unit assessment data; PARCC data will be analyzed at the end of the 2017-2018 school year

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	47% proficient	50% proficient	53% proficient	57% proficient
Low Income	27% proficient	36% proficient	46% proficient	57% proficient
IEP	50% proficient	52% proficient	54% proficient	57% proficient
LEP	19% proficient	31% proficient	44% proficient	57% proficient
Hispanic	21% proficient	32% proficient	44% proficient	57% proficient

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Black	NA	NA	NA	NA
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Goal #5: Academic Progress					
SIP Goal #5d: <i>Science</i> SMART Goal:					
By the end of the 2018-19 school year, Dundee Highlands 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 2018-19 IEP: LEP: Hispanic: Black: N/A					
Rationale/Research: (Wiseways or other)					
Wise ways 1061 - Instructional teams use student learning data to identify students in need of instructional support or enhancement					
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:
Implementation of the STEM curriculum using the Illinois Learning Standards for Science for students to conduct hands-on investigations.	Ongoing	STEM Teacher	None	None	District
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	STEM Teacher	None	None	District

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Teachers will use non-fiction texts in the Wonders Program to engage students in reading and writing activities that support the Illinois Learning Standards for Science	Ongoing	Classroom Teachers	None	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Illinois Science Assessment data will be analyzed; Principal walk-throughs and observations					
Target Group	Baseline Data ISA Assessment 2015-2016	Benchmark 1 ISA Assessment 2016-2017	Benchmark 2 ISA Assessment 2017-2018	Benchmark 3 ISA Assessment 2018-2019	
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	NA	NA	NA	NA	