

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



School Name	Perry Elementary School
Principal Name	Kristin Sainsbury
Mission and Vision	Mission: To ensure all students are college or career ready upon graduation Vision: The vision of Community Unit School District 300 is to provide an exemplary education in a safe and rewarding environment.
School Improvement Team Members	Mike Folta, Asst. Principal Yolanda Arrington, Parent Claire Yang, 2nd Grade Dual Language Teacher Sarah Tennyson, 3rd Grade Teacher Matt Langton, ALOP/DREAM Teacher Katie Boscarino, 2nd Grade Teacher Karen Kalafut, 2nd Grade Teacher Deb LaRue, Literacy Teacher Christy Schmidt, Math Interventionist Kristen Fadden, Math Interventionist Mandy Thalhammer, Math Coach Olivia Rogers-Rush, Literacy Coach
Cabinet Member Signature and Date	
Superintendent Signature and Date	
Board President Signature and Date	

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

District Goal #1: Develop Great Teachers and Leaders						
School Improvement Plan Goal #1: SMART Goal						
Perry Elementary School will demonstrate improvement in the area of “Collaborative Teachers” by Increasing from Average Implementation on the 2015 5Essentials Survey to “Most Implementation by the 2019 IL 5Essentials Survey.						
Target Group or Sub Group:						
Grade level Professional Learning Communities (Pre-K, Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade)						
Rationale/Research: (Wise Ways or other)						
Teachers are organized into grade-level, grade-level cluster, or subject-area instructional teams. (Wise Ways Indicator #1171) Instructional teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (Wise Ways Indicator #1173) Instructional teams develop standards-aligned units of instruction for each subject and Grade level. (Wise Ways Indicator #1045) All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (Wise Ways Indicator #1063) Units of instruction include specific learning activities aligned to objectives. (Wise Ways Indicator #1083) Instructional teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator # 1061)						
Strategy/Actions to address goal:	Date by which this will be a reality:	Monitoring/ Measures	Person(s) responsible to manage and monitor this activity:	Professional Development: School, District, Or none	Cost:	Funding Source:
1. Teachers will observe another teacher's classroom to offer feedback and improve their own instruction based on the focus areas identified through the instructional review process, D300 Drive and SIP goals.	May, 2018	Agenda, Schedule, Targeted Feedback Forms, Google Surveys	Principal, PLC Grade Level Reps	None	\$0	n/a
2. PLCs will develop and use Examining Student Work (ESW) protocols to develop common grading practices and drive decision-making about student learning.	May, 2018	PLC Agendas, ESW protocols, Critical Issues Surveys for PLCs	Principal, PLC Grade Level Reps	None	\$0	n/a

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

3. The building principal will provide professional development to Grade Level Reps (PLC Leaders) on high yield PLC data, Tier I, Tier II and assessment practices.	May, 2018	Grade Level Rep Agendas	Principal, PLC Grade Level Reps	None	\$0	n/a
4. Grade Level PLCs will address upper Tier II reading students through a targeted intervention period 3x/week.	May 2018	Intervention Schedules, PLC SMART Goals	Principal, PLC Grade Level Reps, Reading Intervention Team	None	\$0	n/a

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

Grade levels Professional Learning Community agendas and minutes, grade level Professional Learning Community data norms, Grade level SMART Goals, data protocols, Critical Issues Surveys for Professional Learning Communities

Baseline Data	Benchmark 1 Met Target in 2017, More Implementation, Score of 66	Benchmark 2	Benchmark 3
5Essentials 2015 Rating of "Average Implementation" in "Collaborative Teachers" (Score of 53)	5Essentials 2017 "More Implementation" in "Collaborative Teachers" (Score of 60 or higher)	5Essentials 2018 "More Implementation" in "Collaborative Teachers" (Score of 70 or higher)	5Essentials 2019 "Most Implementation" in "Collaborative Teachers" (Score of 80 or higher)

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

District Goal #2: Engage Family and Community					
School Improvement Plan Goal #2: SMART Goal					
Perry Elementary School will demonstrate improvement in the area of “Involved Families” by increasing from Least Implementation to Average Implementation as measured by the 2019 IL 5 Essentials Survey.					
Target Group or Sub Group:					
Perry Elementary School Title I families					
Rationale/Research: (Wise Ways or other)					
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. (Wise Ways Indicator #2341)					
The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (Wise Ways Indicator #1115)					
The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (Wise Ways Indicator #1155)					
The principal offers frequent opportunities for stakeholders to voice constructive critique of the school’s progress and suggestions for improvement. (Wise Ways Indicator #1034)					
All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students. (Wise Ways Indicator #2353)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	Professional Development: School, District, Or none	Cost:	Funding Source:
Family School Liaisons will keep parents informed on community events through each school’s monthly newsletter/website.	November 2017 for first entry	Family school liaisons, building principal and Title office	None	\$0	n/a
Family School Liaison will participate in a book study on customer service	May 2017	District Title Office	District	\$300	Title

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

Title I family school liaisons will review parent feedback form and change if needed to make sure valuable information is being gained to ensure quality programming.	January 2018	Family school liaisons and Title office	None	\$0	n/a
Title I family school liaisons will work together to plan 3 activities for all Title I buildings for the 2017-2018 and 2018-2019 school year based on the 2017 parent survey.	October 2017 for 2017-2018 May 2018 for 2018-2019	Family school liaisons and Title office	None	\$2500	School Title
Family school liaisons will plan the Title I back to school event for the 2018-2019 school year	July 2018	Family school liaisons, Principal	None	\$10,000	Title

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

Agendas from collaborative Title I parent nights, parent survey results, parent feedback form results, parent sign-in sheets, activity calendar, book study reflections

Baseline Data	Benchmark 1 Met Target in 2017, Less Implementation, Score of 32	Benchmark 2	Benchmark 3
2015 5Essentials Survey: "Least Implementation" in "Involved Families" (Score of 19)	5Essentials 2017 "Less Implementation" in "Involved Families" (Score of 20 or higher)	5Essentials 2018 "Less Implementation" in "Involved Families" (Score of 35 or higher)	5Essentials 2019 "Average Implementation" in "Involved Families" (Score of 40 or higher)

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

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

District Goal #3: Equitable and Efficient Use of Resources						
School Improvement Plan Goal #3: SMART Goal						
Perry Elementary School will demonstrate improvement in the area of “Teacher Influence,” by Increasing from “Average Implementation” in 2015 to “Most Implementation” as measured by the 2019 IL 5Essentials Survey.						
Target Group or Sub Group:						
Perry teachers and stakeholder groups						
Rationale/Research: (Wise Ways or other)						
All teams have written statements of purpose and guidelines for their operation. (Wise Ways Indicator #1013) School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (Wise Ways Indicator #2344) The principal offers frequent opportunities for stakeholders to voice constructive critique of the school’s progress and suggestions for improvement. (Wise Ways Indicator #1034)						
Strategy/Actions to address goal:	Date by which this will be a reality:	Monitoring/ Measures	Person(s) responsible to manage and monitor this activity:	Professional Development: School, District, Or none	Cost:	Funding Source:
The principal will share budget updates during staff meetings at a minimum of two times per year.	May 2018	Agendas	Principal	none	none	n/a
The principal will share budget updates during building School Improvement Plan meetings.	May 2018	Agendas	Principal	none	none	n/a
The principal will use staff feedback to guide in budget development during the annual staff feedback meeting.	February 2018	Agenda/ Outlook Calendar	Principal	none	none	n/a
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?						
Staff meeting agendas, School Improvement Plan meeting agendas, staff feedback results regarding budget development, staff survey results regarding inservice programs, staff feedback results regarding behavior and discipline plan for the school.						
Baseline Data	Benchmark 1 Did not meet target in 2017, Average Implementation, Score of 40	Benchmark 2		Benchmark 3		
5Essentials Survey 2015 “Average Implementation” in “Teacher Influence” (Score of 42)	5Essentials Survey 2017 “Average Implementation” in “Teacher Influence” (Score of 50 or higher)	5Essentials Survey 2018 “Average Implementation” in “Teacher Influence” (Score of 42)		5Essentials Survey 2019 “Average Implementation” in “Teacher Influence” (Score of 50 or higher)		

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

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District Goal #4: Develop the Whole Child						
School Improvement Plan Goal #4: SMART Goal						
Perry Elementary School will demonstrate improvement in the area of “Collective Responsibility,” by increasing from “Average Implementation” in 2015 to “Most Implementation” as measured by the 2019 IL “5Essentials Survey.”						
Target Group or Sub Group:						
Students identified by the Devereux Student Strengths Assessment, students referred to Streamwood Behavioral Health System, students identified by the Tier II team and students identified by the school social worker						
Rationale/Research: (Wise Ways or other)						
The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students . (Wise Ways Indicator #2351)						
The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (Wise Ways Indicator #2348)						
The school culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (Wise Ways Indicator #2352)						
All school personnel actively model and foster a positive school environment where students feel valued and are challenged to be engaged and grow cognitively. (Wise Ways Indicator #2346)						
Strategy/Actions to address goal:	Date by which this will be a reality:	Monitoring/ Measures	Person(s) responsible to manage and monitor this activity:	Professional Development: School, District, Or none	Cost:	Funding Source:
1. Building staff will participate in a trauma-informed book study.	May, 2018	Agendas	Asst. Principal, Resilience Team	None	\$1,000	Building/Title I
2. Teachers will be trained in how to utilize and conduct “Restorative Circles.” This time will be built into the master schedule.	May, 2018	Inservice and Staff Meeting Agendas	Asst. Principal, Resilience Team	None	\$0	n/a
3. Perry staff groups will participate in trauma-informed school-wide professional development led by	May, 2018	Agenda/ Outlook Calendar	Asst. Principal, Resilience Team	None	\$0	n/a

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

Perry's Resilience Team Members						
4. Adopt and use a trauma-informed school Universal (Tier I) measure.	December, 2018	Measuring Tool	Asst. Principal, Resilience Team	None	\$0	n/a
5. New students and families will participate in the "Perry Smart Start" onboarding program.	January, 2018	Program Documents	Principal	None	\$0	n/a
6. The DREAM Team will develop and implement a data-driven systems team to monitor student behavior in order to make decisions about additional social/emotional interventions.	January, 2018	Agendas	DREAM Team	None	\$0	n/a
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?						
School-wide Positive Behavior Interventions and Supports Tiered Fidelity Inventory, teacher book study and training reflections.						
Baseline Data	Benchmark 1	Benchmark 2		Benchmark 3		
	Met Target in 2017, More Implementation, Score of 75					
5 Essentials Survey 2015 Average Implementation (Score of 57)	5 Essentials Survey 2017 More Implementation (Score of 65 or more)	5 Essentials Survey 2018 More Implementation (Score of 80 or more)		5 Essentials Survey 2019 Most Implementation (Score of 85 or more)		

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

Goal #5: Academic Progress						
School Improvement Plan Goal #5a: ELA (Reading) SMART Goal:						
Perry Elementary School will increase the percentage of students meeting or exceeding on the PARCC ELA assessment in all subgroups from 5.7% in 2016 to the District average of 44% by 2019. In the 2016-2017 school year, Perry performed at 7.7% meets and exceeds. In the 2017-18 school year, this increase will be an additional 18% and in the 2018-2019 school year, there will be an additional increase of 18% for an overall growth of at least 36% by the end of this two-year period in order to close the achievement gap.						
Target Group or Sub Group:						
IEP: 0% (2016) to 0% (2017) to 22% (2018) to 44% (2019) LEP: 7.9% (2016) to 1.3% (2017) to 23% (2018) to 44% (2019) Hispanic: 8.0% (2016) to 11.5% (2017) to 28% (2018) to 44% (2019) Black: 0% (2016) to 1.1% (2017) to 23% (2018) 44% (2019) Low Income: 6.4% (2016) to 6.0% (2017) to 19% (2018) to 44% (2019)						
Rationale/Research: (Wise Ways or other)						
Instructional teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator #1061) Instructional teams use student learning data to plan instruction. (Wise Ways Indicator #1060) Yearly learning goals are set for the school by the administrative team, utilizing student learning data. (Wise Ways Indicator #1057) Instructional teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (Wise Ways Indicator #1062)						
Strategy/Actions to address goal:	Date by which this will be a reality:	Monitoring/ Measures	Person(s) responsible to manage and monitor this activity:	Professional Development: School, District, Or none	Cost:	Funding Source:
1. Teachers will receive on-going professional development and implement research- based vocabulary and context clue instructional strategies through the D300 Drive Vocabulary plan.	May, 2019	Early Release Agendas, Staff Meetings	Principal, Reading Coach	School	\$0	n/a
2. Teachers will receive on-going professional development and implement research- based high yield teaching strategies, including manipulatives,	December, 2018	Early Release Agendas, Staff	Principal, Reading Coach	School	\$0	n/a

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

in their instruction.		Meetings				
3. Grade level PLCs will plan for Rigorous and Relevant independent literacy centers using Wonders/Maravillas provided materials, utilizing Daggett's Rigor and Relevance Framework to evaluate activities.	December, 2019	Teacher lesson plans, Grade Level PLC Agendas	Principal, PLC Teams	None	\$0	n/a
4. Teacher will implement and support the RtI process giving priority to our EL and African American students. (ie. reteach/enrichment, Interventions, data analysis, etc...). Teachers in grades K-2 will implement targeted phonics instruction while teachers in grade 3-5 will implement targeted vocabulary and comprehension instruction.	May, 2018	Grade Level PLC Agendas	Reading Coach, Principal	None	\$0	n/a
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?						
Grade level Professional Learning Community meeting agendas and minutes, informal walkthroughs, formal observations, i-Ready benchmark data, PARCC data						
Baseline Data	Benchmark 1	Benchmark 2		Benchmark 3		
PARCC 2016 5.7% meeting or exceeding	PARCC 2017 7.7% meeting/exceeding	PARCC 2018 26% meeting/exceeding		PARCC 2019 44% meeting/ exceeding		

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

Goal #5: Academic Progress						
School Improvement Plan Goal #5b: ELA (Writing) SMART Goal:						
Perry Elementary School will increase the average scale score of students meeting or exceeding on the 2015-2016 PARCC Writing assessment from 21.7 points to the District average of 36 points overall meeting and exceeding by 2019. In the 2017-2018 school year, the average overall point gain will be 8 points for an average of 29 and in 2018-2019 the average overall point gain will be an additional 6 points for a final average of 36 points on the overall scale score.						
Target Group or Sub Group:						
IEP: 15.6 (2017) to 25 (2018) to 36 (2019) LEP: 17.7 (2017) to (2018) to 36 (2019) Hispanic: 22.3 (2017) to 29 (2018) 36 (2019) Black: 19.8 (2017 to 27 (2018) to 36 (2019) Low Income: 21.2 (2017) to 29 (2018) to 36 (2019)						
Rationale/Research: (Wiseways or other)						
Instructional teams use student learning data to plan instruction. (Wise Ways Indicator #1060) The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (Wise Ways Indicator #2349) 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. (Wise Ways Indicator #2350)						
Strategy/Actions to address goal:	Date by which this will be a reality:	Monitoring/ Measures	Person(s) responsible to manage and monitor this activity:	Professional Development: School, District, Or none	Cost:	Funding Source:
Teachers will receive professional development on a common writing framework that will be utilized in written response to text and short response across content areas, including regular use in reading small group instruction.	May, 2018	Early Release, Staff Meeting Agendas	Reading Coach, District Director of Literacy	none	\$0	n/a
PLCs will develop and use Examining Student Work (ESW) protocols to develop common grading practices in writing.	May, 2018	Early Release, Staff Meeting Agendas	Reading Coach, Grade level teachers	School	\$0	n/a
Using Google Docs and Hapara, grade level teachers will provide	May, 2019	Teacher	Reading Coach,	School	\$0	n/a

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

specific feedback to students on their writing.		Lesson Plans	Grade level teachers			
Student work samples, Examining Student Work protocols, Professional Learning Community Agenda Minutes, and formal and informal classroom observations,, PARCC data, quarterly writing data						
Baseline Data	Benchmark 1	Benchmark 2	Benchmark 3			
PARCC 2016 21.7	PARCC 2017 21.4	PARCC 2018 29	PARCC 2019 36			

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

Goal #5: Academic Progress						
School Improvement Plan Goal #5c: Mathematics SMART Goal:						
Perry Elementary School will increase the percentage of students meeting or exceeding on the PARCC Math assessment in all subgroups from 7.1% in 2016 and 8.1% in 2017 to the District average of 39% by 2019. In the 2016-17 school year, Perry scored at 7.1%. In the 2017-18 school year, this increase will be an additional 16% (total of 23% meeting) and finally, in the 2018-19 school year, this increase will be an additional 16% (total of 39%) meeting or exceeding.						
Target Group or Sub Group:						
IEP: 2.6% (2016) to 0% (2017) to 19% (2018) to 39 % (2019) LEP: 11.2% (2016) to 7.9% (2017) to 24% (2018) to 39% (2019) Hispanic: 9.4%(2016) to 11.5% (2017) to 25.5% (2018) to 39% (2019) Black: 1.6% (2016) to 2.2% (2017) 21% (2018) to 39% (2019) Low Income: 6.9% (2016) to 6.9% (2017) to 23% (2018) to 39% (2019)						
Rationale/Research: (Wise Ways or other)						
Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator #1061) Instructional Teams use student learning data to plan instruction. (Wise Ways Indicator #1060) Yearly learning goals are set for the school by the administrative team, utilizing student learning data. (Wise Ways Indicator #1057) Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (Wise Ways Indicator #1062)						
Strategy/Actions to address goal:	Date by which this will be a reality:	Monitoring/ Measures	Person(s) responsible to manage and monitor this activity:	Professional Development: School, District, Or none	Cost:	Funding Source:
1. Teachers will receive on-going professional development and implement research- based vocabulary and context clue instructional strategies through the D300 Drive Vocabulary plan.	May, 2019	Early Release Agendas, Staff Meetings	Principal, Math Coach	School	\$0	n/a
2. Teachers will receive on-going professional development	May, 2019	Early	Principal, Math	School	\$0	n/a

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

and implement research- based high yield teaching strategies,including mathematical modeling with manipulatives, in their instruction.		Release Agendas, Staff Meetings	Coach			
3. Grade level PLCs will plan for Rigorous and Relevant independent math centers using Math Expressions provided materials, utilizing Daggett’s Rigor and Relevance Framework to evaluate activities.	December, 2019	Teacher lesson plans, Grade Level PLC Agendas	Principal, Math Coach, PLC Teams	None	\$0	n/a
4. Teacher will implement and support the RtI process giving priority to our EL and African American students. (ie. reteach/enrichment, Interventions, data analysis, etc...). Teachers will implement targeted numeracy instruction.	May, 2019	Teacher lesson plans, Grade Level PLC Agendas	Principal, Math Coach, PLC Teams	None	\$0	n/a
Grade level Professional Learning Communities meeting agendas and minutes, informal walkthroughs, formal observations, student data binders, i-Ready benchmark data, data spreadsheets, PARCC data						
Baseline Data	Benchmark 1	Benchmark 2		Benchmark 3		
PARCC 2016 7% Meeting/Exceeding	PARCC 2017 8.1% Meets/Exceeds	PARCC 2018 23% Meeting/Exceeding		PARCC 2019 39% Meeting/Exceeding		

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

Goal #5: Academic Progress					
School Improvement Plan Goal #5d: Science SMART Goal:					
Based on Lakewood's 2016 Illinois State Science Test (Perry was a K-4 building at the time), there will be an 10% increase of students meeting/exceeding standards by 2019. 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 in order to close the achievement gap.					
Target Group or Sub Group:					
Grades K-5 Perry students					
Rationale/Research: (Wise Ways or other)					
Units of instruction will include specific learning activities aligned to objectives. (Wise Ways Indicator #1083)					
Instructional Teams will use student learning data to plan instruction. (Wise Ways Indicator #1060)					
Units of instruction will include pre-/post-tests to assess student mastery of standards-based objectives. (Wise Ways Indicator #1048)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	Professional Development: School, District, Or none	Cost:	Funding Source:
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.	May, 2018	Principal, Director of Science	District	\$0	Early Release PD Days
Grade level PLCs will plan for a 1x/wk 40 min instructional block using science content standards with a focus on the Scientific Method.	May, 2018	Teacher lesson plans, Grade Level PLC Agendas	Principal, PLC Teams	\$0	Early Release PD Days
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Data spreadsheets, pacing guides and curriculum maps, Professional Learning Communities agendas and minutes					
Baseline Data	Benchmark 1	Benchmark 2	Benchmark 3		
Illinois State Science Test 2016 (Lakewood's Data not available yet)	Illinois State Science Test 2017 - increase of 3%	Illinois State Science Test 2018 - increase of 3%	Illinois State Science Test 2019 – increase of 4%		