

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



School Name	Dundee-Crown High School	
Interim Principal	Katie Wishowski-Wetzel	
Mission and Vision	<i>District Mission:</i> To ensure all students are college or career ready upon graduation <i>School Vision:</i> At Dundee-Crown High School we inspire students to dream, persevere, and achieve.	
School Improvement Team Members	<u>Administration:</u> Katie Wishowski, <i>Interim Principal & Associate Principal for Curriculum & Instruction</i> Jacob Stouffer, <i>Associate Principal for Operations</i> Kelli Mainolfi, <i>Assistant Principal for Student Achievement</i> <u>Divisionals:</u> Chris Caramela, <i>Science</i> Gary Glenn, <i>Social Studies</i> Dan Lindahl, <i>Mathematics</i> Jamie Randl, <i>Educational Services Specialist</i> Patty Santella, <i>English</i> <u>Additional Faculty:</u> Emily Jacobs, <i>AVID Coordinator</i> Jessica Sibigtroth, <i>Literacy Coach</i>	<u>Department Representatives:</u> Todd White, <i>Art Teacher</i> Kimberly Seagren, <i>Business Teacher</i> Elizabeth McKinney, <i>Counselor</i> Stephanie Whitecotton, <i>English Teacher</i> Marty Spoden, <i>Family Consumer Sciences Teacher</i> Dave Mensching, <i>Industrial Tech Teacher</i> Natalie Kesting, <i>Mathematics Teacher</i> Preston Krauska, <i>Music Teacher</i> Kevin Ryan, <i>PE Teacher</i> Greg Mason, <i>Social Studies Teacher</i> Kari Breese, <i>Special Education Teacher</i> Jon Anderson, <i>Special Education Science Teacher</i> Antje Starbird, <i>World Language Teacher</i> Laurie Herb, <i>World Language Teacher</i>
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-Crown High School will demonstrate improvement from less implementation (39) to average implementation (49) in the area of collaborative teachers on the 2019 5 Essentials Survey.					
Target Group or Sub Group:					
DCHS Teachers					
Rationale/Research: (Wiseways or other)					
<p>Evidence Review: Professional development should parallel the school improvement plan and evidence of research-based practices in the classroom as determined by systematic classroom observations by the principal and by other teachers (as in peer observation and collegial learning). Source: Sam Redding. Handbook on Restructuring and Substantial School Improvement</p> <p>Evidence Review: The power of peer observations along with the shared-discussion of teaching and learning is dynamic. This experience of collegial coaching will serve to deepen the mutual respect of team members, even as the confidence of professional knowledge is strengthened. While teachers coach students everyday in their classrooms, they are less practiced and comfortable in “coaching” peers. Collegial coaching moves the team members from a forum of teaming to a closer exploration of the teaching practices traditional schooling has held in isolation. In collegial coaching we must re-establish our purposes and modes of collaboration when we open our classroom doors and invite one another in to observe, and constructively discuss our instructional practices, while we progressively develop an interdependence for increasing the academic achievement of students.</p> <p>Source: ADI, Collegial Learning: An Alliance for Achievement professional development workshop for teachers. © 2005 Academic Development Institute, Lincoln, Illinois</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:
The School Improvement Team will develop a plan for more purposeful and targeted peer observations that incorporates a focus on Drive 300 initiatives and a means of providing feedback to one another.	10/17/17	Katie Wishowski-Wetzel SIP Team Goal 1 Subcommittee	n/a	n/a	n/a
The School Improvement Team, specifically the SIP Goal #1 Subcommittee, will explore options for professional development centered around peer observation/lesson study. We will assess the comfort level of our staff with peer observation and assess the initial roll out of our new peer observation process to determine what, if any, professional development may be needed at our winter institute day (or beginning of year institute for 2018-2019) to further our use of peer observation.	February 2018 August 2018	Katie Wishowski-Wetzel D-CHS School Improvement Team	school	\$3,500	Fund 10
On a quarterly basis, substitutes will be available so that teachers can take time to observe their peers.		Katie Wishowski-Wetzel, SIP Team Goal #1 Subcommittee		\$2,400	Fund 10
The teaching and learning team will monitor the quantity and quality of	December 2017	Katie Wishowski-Wetzel,		n/a	n/a

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peer observations within their department through voluntary surveys and conversations with staff. The team will meet as a whole to determine if adjustments need to be made to the overall plan.	March 2018 May 2018 October 2018 December 2018 March 2019 May 2019	all division heads, department reps			
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
<p>A survey that includes both quantitative and qualitative measures aligning to the 5Es survey will be given at the beginning of peer observation implementation. There will also be a mid-point survey given as a check in for the leadership team to use to determine if any changes need to be made to the peer observation plan, and a survey at the end of the year that will allow us to determine the effectiveness, strengths, and areas for improvement to our peer observation system.</p> <p>In addition to monitoring peer observation, we will also be monitoring (within the survey mentioned above) the feelings of teacher to teacher trust which rated low within the category of collaborative teachers.</p> <p>Continuous checkins with the SIP Team Goal 1 Subcommittee at each SIP meeting.</p>					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
2017 5Es Survey Data Collaborative Teachers Overall: 39 (Less Implementation) Subcategories: 63 for Collaborative Practices 33 for Collective Responsibility 28 on Quality Professional Development 33 on School Commitment 37 on Teacher to Teacher Trust	School Level surveys to check in on progress each fall and at the end of the school year.	2018 5Es Survey Data Collaborative Teachers overall at 44 (Average Implementation)	2019 5Es Survey Data Collaborative Teachers overall at 49 (Average Implementation)		

District Goal #2: Engage Family and Community
SIP Goal #2: SMART Goal
Dundee-Crown High School will demonstrate improvement in the area of “Involved Families” by increasing from average implementation (42) to average implementation (52) as measured by the 2019 IL 5Essentials Survey.
Target Group or Sub Group:
D-CHS Families
Rationale/Research: (Wiseways or other)
Research shows that schools can improve their students’ learning by engaging parents in ways that directly relate to their children’s academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach (Epstein, 1995; Henderson & Mapp, 2002; Patrikakou, Weissberg, Redding, & Walberg, 2005; Patrikakou, Weissberg, & Rubenstein, 1999; Redding, 2000, 2006). From the evidence available, Henderson and Mapp’s (2002) review of research drew convincing conclusions about the characteristics of successful school efforts to engage families.

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Most specifically, effective school initiatives to engage parents: 1) build a foundation of trust and respect, 2) connect parent-engagement strategies to learning objectives, and 3) reach out to engage parents beyond the school. These three qualities are found in schools where parent involvement is measurably high, in specific programs that demonstrate effects on learning outcomes, and in schools that exhibit high levels of achievement. Henderson and Mapp echo the conclusions of Swap (1993) that effective parent engagement must be comprehensive in nature, with the school consistently interfacing with parents at many points, in many venues, over the course of the schooling years. (Redding, 2006, p. 149)

Such comprehensive engagement efforts have been shown to improve student achievement in a relatively short amount of time (Redding, Langdon, Meyer, & Sheley, 2004) Parents (who are not school staff) should be involved in creating a clear and constructive classroom visit policy (ADI, 2011; Henderson, Mapp, Johnson, & Davies, 2007). This plan should balance the need to minimize classroom disruptions or interference with student learning, maximize safety, and also create a welcoming and transparent environment for families. It can be created with or in addition to policy guidelines for classroom volunteers. While all parents should be welcome to visit, inviting immigrant parents into the classroom may assist them in learning about teaching practices in American schools and ways they can support their children’s achievement (Lim, 2012). The classroom visit policy offers an opportunity to reinforce the goals of the school community and each stakeholder’s role in that community (Redding, 2011).

Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD:	Cost:	Funding Source:
The Principal and Family School Liaisons will keep parents informed on community events through each school’s monthly newsletter/website.	September 2017 for first entry	Family school liaisons, building principal and Title office	None	0	School
Family School Liaison will participate in a book study on customer service	May 2017	District Title Office	District	\$300	Title
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	School
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	\$250 0	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, building principals	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. Continuous checkins with the SIP Team Goal 2 Subcommittee at each SIP meeting.					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
5 Essentials Survey 2017 Score 42	5 Essentials Survey 2018 Score 47	Agendas and Meeting Minutes from 2018	5 Essentials Survey 2019 Score 52		

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District Goal #3: Equitable and Efficient Use of Resources					
SIP Goal #3: SMART Goal					
Dundee-Crown High School will demonstrate improvement from least implementation (13) to less implementation (23) in the area of Teacher Influence on the 2019 5Es Survey.					
Target Group or Sub Group:					
D-CHS Administration and Staff					
Rationale/Research: (Wiseways or other)					
<p>Evidence Review:</p> <p>Many schools invest a substantial amount of resources on educational support programs and services because they recognize the many barriers that interfere with teaching and learning. Unfortunately, schools tend to implement educational support programs in a piecemeal way and “overemphasize the use of individual and small group interventions and underemphasize schoolwide approaches and community partnerships.... With so many youngsters experiencing problems, schools should be adopting new models that use support personnel and resources more effectively.”</p> <p>One strategy would involve expanding the roles of pupil support personnel in mapping, analyzing, and redeploying resources as well as working with team members to develop programming to address gaps in services. Pupil support personnel can be instrumental in providing training and consultation to teachers on creating or enhancing conditions for learning and improving classroom based efforts to address barriers to learning. “All who work to address barriers to student learning must have the time, continuing education, and opportunity not only to provide direct help but to act as advocates, catalysts, brokers, and facilitators of reform. And, it is emphasized that these additional duties include participation on school, district-wide, and community governance, planning, and evaluation bodies.”</p> <p>Effective allocation/reallocation of resources to support a comprehensive system of “Learning Supports” requires that resources are woven together at the school and expanded through the integration of school, community, and home resources. In addition schools should enhance their capacity by establishing formal linkages with community resources. “As clusters of schools work together (e.g., high schools and their middle and elementary feeder schools), they create additional opportunities to integrate and expand resources and achieve economies of scale.”</p> <p>Reference and Other Resource</p> <ul style="list-style-type: none"> - Center for Mental Health in Schools at UCLA - Financial Strategies to Aid in Addressing Barriers to Learning - New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning - Using Federal Education Legislation in Moving Toward a Comprehensive, Multifaceted, and Integrated Approach to Addressing Barriers to Learning (e.g., Creating a Cohesive System of Learning Supports) - Meyers, J.C. (1994). Financing strategies to support innovations in service delivery to children. <i>Journal of Clinical Child Psychology</i>, 23, 48-54. 					
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:
Announce creation of faculty budget advisory committee (purpose, goals, frequency of meeting)	October 2017	Jake Stouffer	None	n/a	n/a
Solicit volunteers for said committee that includes administrators, teachers from the SIP Team Goal 3 Subcommittee, and support staff	October 2017	Jake Stouffer	None	n/a	n/a
Delineate dollar amounts to each department and a year over year	October 2017	Jake Stouffer	None	n/a	n/a

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comparison for that department. Department meetings should spend some time focusing on what they'd like to do with the budget that they have been given; provide updated expenses and balances to departments on a quarterly basis.	December 2017 March 2018 May 2018 August 2018 October 2018 December 2018 March 2019 May 2019				
Collect suggestions, prioritize, and examine funding for the following school year with department input	Spring 2018 Spring 2019	Jake Stouffer	None	n/a	n/a
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
<ol style="list-style-type: none"> 1. Attendance/sign-in sheets. 2. Recommendations from the committee's meetings. 3. Implementation, purchase of suggested items. 4. Feedback from committee members regarding the process and outcomes. 5. Feedback from department reps/divisionals after department budget meetings. 6. Continuous checkins with the SIP Team Goal 3 Subcommittee at each SIP meeting. 					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
2017 5Es Survey Data Teacher Influence overall score 13	Agendas & Minutes	2018 5Es Survey Data overall score 18	2019 5Es Survey Data Teacher Influence overall score 23+		

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District Goal #4: Develop the Whole Child					
SIP Goal #4: SMART Goal					
Dundee-Crown High School will demonstrate improvement from average implementation (46) to more implementation (60) in the area of Supportive Environment on the 2019 5Es Survey.					
Target Group or Sub Group:					
D-CHS Students & Staff					
Rationale/Research: (Wiseways or other)					
<p>“The Whole Child Approach</p> <p>The demands of the 21st century require a new approach to education to fully prepare students for college, career, and citizenship. Research, practice, and common sense confirm that a whole child approach to education will develop and prepare students for the challenges and opportunities of today and tomorrow by addressing students' comprehensive needs through the shared responsibility of students, families, schools, and communities.</p> <p>All educators want to improve the work they do for students, their families, and the community. Whether it's instruction, school climate, leadership, family engagement, or any of the other issues schools face on a daily basis, all educators need tools to help them improve their actions and methods. A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success.</p> <p>ASCD's Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. Through this approach, ASCD supports educators, families, community members, and policymakers as they move from a vision about educating the whole child to sustainable, collaborative actions. ASCD is joined in this effort by Whole Child Partner organizations representing the education, arts, health, policy, and community sectors.”</p> <p>From: http://www.ascd.org/whole-child.aspx</p>					
Strategy/Actions to address goal:	Date this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, or n/a	Cost:	Funding Source:
Ongoing professional development for staff centered around “Growth Mindset”. Ongoing professional conversations centered around how to grow our mindsets as professionals as well as create an environment in which we promote a growth mindset in our students.	October 6 Institute Day and at each early release	Katie Wishowski-Wetzel	N/A	N/A	N/A
Ongoing professional development for staff regarding Restorative Practices.	Summer 2017; on going	Jason Smith Brian Peterson	N/A	N/A	N/A
D-C Fights the Stigma Mental Health Awareness Campaign Kick Off and Monthly Foci	August 2017	Brian Peterson D-C Fights the Stigma Committee		\$500	T-Shirt sales Fundraiser
Spring Freshman College Visit Day	April 2018	Katie Wishowski-Wetzel Elizabeth McKinney SIP Team Goal 4 Subcommittee	N/A	\$10,100	Title IV

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ASPs rostered by same guidance counselor for easier access to larger groups of their students for academic planning.	August 2017	Katie Wishowski-Wetzel	N/A	N/A	N/A
Counselor push in to ASPs for long term goal setting and future planning using Career Cruising and MYAP	Ongoing starting Fall 2017	Katie Wishowski-Wetzel Kellie Mainolfi Elizabeth McKinney	N/A	N/A	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Continuous check-ins with the SIP Team Goal 4 Subcommittee at each SIP meeting. Check ins with biweekly Secondary Systems Team. Student surveys in ASPs to identify areas for growth.					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
2017 5Es Survey Data Supportive Environment overall score 46	Biweekly Check Ins at each SIP Meeting	2018 5Es Survey Data overall score 53	2019 5Es Survey Data Supportive Environment Overall Score 60		

Goal #5: Academic Progress

SIP Goal #5a: **ELA (Reading)** SMART Goal:

By 2020, 73.3% of Dundee-Crown High School students will meet/exceed college readiness benchmarks on the reading portion of the SAT.

Target Group or Sub Group:

73.3% of black D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2020 SAT.

73.3% of Hispanic D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2020 SAT.

73.3% of LEP D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2020 SAT.

73.3% of IEP D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2020 SAT.

73.3% of Low Income D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2020 SAT.

Rationale/Research:

High School Literacy: A Quick Stats Fact Sheet by Rutenberg, D.

“Deliberate literacy instruction in high school offers some potentially promising outcomes” generally and for particular subgroups. This is in response to NAEP data showing that literacy often begins to decline in 8th grade, but “reading and writing are rarely taught as separate subjects” beyond that. Teachers of high school content courses rarely address strategies for encouraging engagement, understanding, or helping struggling readers.

The full article can be accessed using this link: <http://files.eric.ed.gov/fulltext/ED507600.pdf>

Strategy/Actions to address goal:	Date by which this will be a	Person(s) responsible to manage and monitor this activity:	PD: School, District,	Cost:	Funding Source:
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	reality:		Or None		
School wide professional development on the structure, format, and scoring of the (P)SAT.	February 2017	Katie Wishowski, Kellie Mainolfi	School	\$2,500	Fund 10
Continued focus on professional development, and creating time for professional conversations centered around, growth mindsets during early release and in-service time.	2017-2018	Katie Wishowski	School	\$2,000	Fund 10
Use of SAT Suite of Assessments (PSAT9, PSAT, SAT) to provide practice for students, ensure monitoring of college readiness, and provide reliable data to teachers to drive their instructional practices (specifically differentiation and literacy).	2016-2020	Katie Wishowski, Kellie Mainolfi	District	Unknown	Unknown
Create ESL sections of English 9, 10, 11 & 12 to bridge the gap between being in ESL classes and transitioning into non-ESL English classes.	August 2017	Katie Wishowski	School	n/a	n/a
Differentiate instruction in those ESL English sections to meet the needs of our EL students; use formative assessments in all ESL classes to determine whether students are making progress toward improved ACCESS scores over time.	Ongoing 2017-2020	Katie Wishowski-Wetzel Kellie Mainolfi	District	n/a	n/a
English and Social Studies: Integration of SAT style reading passages and/or questions in instruction and/or assessments	Fall 2017	Patty Santella; Gary Glenn Content area PLCs	School	n/a	n/a
English and Social Studies: Instruction of SAT style reading question stems/skills (i.e. main ideas, details, inferences, etc.)	Ongoing 2017-2020	Patty Santella; Gary Glenn Content area PLCs	n/a	n/a	n/a
Reading: Use Achieve 3000 as an intervention to ensure students are reading at grade level.	Ongoing 2017-2020	Patty Santella Jessica Sibigtroth	District	Unknown	TBD
All Teachers: Use of peer observation to grow as instructors in regards to teaching literacy across the content areas, differentiating for students who are struggling/excelling, or in creating engaging lessons centered around literacy.	Ongoing 2017-2020	DCHS Leadership Team	School	n/a	N/A
D-CHS Interventions: Incorporation of the D-CHS CHARGER steps (reading strategies) to support the close reading process across the content areas.	Ongoing 2016-Present	Jessica Sibigtroth	School	\$1,000	Fund 10
D-CHS Interventions: English/Social Studies tutoring ASPs for students who are approaching standards on the PSAT 8/9. Monitoring of Progress and Midterm grades to move students into or out of the tutoring ASP.	August 2017 and ongoing	Patty Santella; Gary Glenn	n/a	n/a	n/a
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Data from the PSAT 9, PSAT, and SAT. PLC use of mastery manager data from properly aligned formative and summative assessments.					

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Social Studies and English analysis and use of grade data to monitor student progress in interventions. Walk through data from English and Social Studies classes to monitor use of SAT aligned instruction and assessments as well as the use of Charger Steps. Peer Observation teacher survey data.			
Baseline Data Spring 2017 SAT	Benchmark 1 Spring 2018 SAT	Benchmark 2 Spring 2019 SAT	Benchmark 3 Spring 2020 SAT
WHOLE SCHOOL: Spring 2017 SAT - 47% met/exceeded in reading	56% of Dundee-Crown High School students will meet/exceed college readiness benchmarks in reading as measured on the spring 2018 SAT.	65% of Dundee-Crown High School students will meet/exceed college readiness benchmarks in reading as measured on the spring 2019 SAT.	73.3% of Dundee-Crown High School students will meet/exceed college readiness benchmarks in reading as measured on the spring 2020 SAT.
BLACK SUBGROUP: Spring 2017 SAT – 17.2% met/exceeded in reading	36% of black D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2018 SAT.	55% of black D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2019 SAT.	73.3% of black D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2020 SAT.
HISPANIC SUBGROUP: Spring 2017 SAT - 31% met/exceeded in Reading	45% of Hispanic D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2018 SAT.	59% of Hispanic D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2019 SAT.	73.3% of Hispanic D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2020 SAT.
LEP SUBGROUP: Spring 2017 SAT - 0% met/exceeded in Reading	24% of LEP D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2018 SAT.	48% of LEP D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2019 SAT.	73.3% of LEP D-CHS students will meet/exceed college readiness benchmarks in reading as measured on the spring 2020 SAT.
IEP SUBGROUP: Spring 2017 SAT – 9.1% met/exceeded in reading	30% of IEP students will meet/exceed college readiness benchmarks in reading as measured on the spring 2018 SAT.	51% of IEP students will meet/exceed college readiness benchmarks in reading as measured on the spring 2019 SAT.	73.3% of IEP students will meet/exceed college readiness benchmarks in reading as measured on the spring 2020 SAT.
LOW INCOME SUBGROUP: Spring 2017 SAT – 32.9% met/exceeded in reading	46% of Low Income students will meet/exceed college readiness benchmarks in reading as measured on the spring 2018 SAT.	59% of Low Income students will meet/exceed college readiness benchmarks in reading as measured on the spring 2019 SAT.	73.3% of Low Income students will meet/exceed college readiness benchmarks in reading as measured on the spring 2020 SAT.

Goal #5: Academic Progress
SIP Goal #5b: ELA (Writing) SMART Goal:
41.6% of D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay.

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Target Group or Sub Group:					
41.6% of black D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay. 41.6% of Hispanic D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay. 41.6% of LEP D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay. 41.6% of IEP D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay. 41.6% of low income D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay.					
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:
Early release and in-service time will be spent with professional development on Costa's Levels of Thinking, Rigor and Relevance, and on Frayer Model vocabulary instruction. Teachers will be provided with professional development on these items and have time to work within their PLCs to discuss implementation of these strategies in their classrooms, specific to literacy within their content areas.	Ongoing 2017-2020	Katie Wishowski-Wetzel			
Social Studies classes will continue to use Document Based Questions. Teachers should emphasize analysis of documents and analytical writing throughout the DBQ Process.	Ongoing 2017-2020	Gary Glenn			
English classes will continue to emphasize both reading and writing instruction that is aligned to Common Core and SAT standards. Teachers will work within their PLCs to analyze student mastery of priority standards and then reteach or enrich as needed.	Ongoing 2017-2020	Patty Santella			
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Social Studies classes will continue to use the DBQ and instructing/assessing written responses to higher level critical thinking questions. Social Studies PLCs will use data from the DBQs to drive their instructional practices.					
English classes will continue to monitor written responses from students through formative and summative assessments. They will analyze results of those assessments and use the results to drive instructional practices.					
Baseline Data Spring 2017 SAT	Benchmark 1 Spring 2018 SAT	Benchmark 2 Spring 2019 SAT	Benchmark 3 Spring 2020 SAT		
WHOLE SCHOOL: 20% of D-CHS students scored at least a 5 on the analysis portion of the SAT essay.	27% of D-CHS students will score at least a 5 on the analysis portion of the 2018 SAT essay.	34% of D-CHS students will score at least a 5 on the analysis portion of the 2019 SAT essay.	41.6% of D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay.		
BLACK SUBGROUP: 6.9% of D-CHS students scored at least a 5 on the analysis portion of the SAT essay.	19% of D-CHS students will score at least a 5 on the analysis portion of the 2018 SAT essay.	31% of D-CHS students will score at least a 5 on the analysis portion of the 2019 SAT essay.	41.6% of D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay.		

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HISPANIC SUBGROUP: 13% of D-CHS students scored at least a 5 on the analysis portion of the SAT essay.	22% of D-CHS students will score at least a 5 on the analysis portion of the 2018 SAT essay.	31% of D-CHS students will score at least a 5 on the analysis portion of the 2019 SAT essay.	41.6% of D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay.
LEP SUBGROUP: 0% of D-CHS students scored at least a 5 on the analysis portion of the SAT essay.	14% of D-CHS students will score at least a 5 on the analysis portion of the 2018 SAT essay.	28% of D-CHS students will score at least a 5 on the analysis portion of the 2019 SAT essay.	41.6% of D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay.
IEP SUBGROUP: 1.9% of D-CHS students scored at least a 5 on the analysis portion of the SAT essay.	15% of D-CHS students will score at least a 5 on the analysis portion of the 2018 SAT essay.	28% of D-CHS students will score at least a 5 on the analysis portion of the 2019 SAT essay.	41.6% of D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay.
LOW INCOME SUBGROUP: 13.3% of D-CHS students scored at least a 5 on the analysis portion of the SAT essay.	22% of D-CHS students will score at least a 5 on the analysis portion of the 2018 SAT essay.	31% of D-CHS students will score at least a 5 on the analysis portion of the 2019 SAT essay.	41.6% of D-CHS students will score at least a 5 on the analysis portion of the 2020 SAT essay.

Goal #5: Academic Progress					
SIP Goal #5c: Mathematics SMART Goal:					
By 2020, 51.5% of Dundee-Crown High School students will meet/exceed college readiness benchmarks on the math portion of the SAT.					
Target Group or Sub Group:					
51.5% of black D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2020 SAT. 51.5% of Hispanic D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2020 SAT. 51.5% of LEP D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2020 SAT. 51.5% of IEP D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2020 SAT. 51.5% of Low Income D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2020 SAT.					
Rationale/Research: (Wiseways or other)					
Students need to be able to demonstrate college and career readiness on nationally normed, reliable, valid exams. From the College Board Website: Math Test The overall aim of the SAT Math Test is to assess fluency with, understanding of, and ability to apply the mathematical concepts that are most strongly prerequisite for and useful across a wide range of college majors and careers. The test will reward a stronger command of fewer important topics. Students will need to exhibit command of mathematical practices, fluency with mathematical procedures, and conceptual understanding of mathematical ideas. The exam will also provide opportunities for richer applied problems. The Math Test will have a calculator portion and a no-calculator portion. In the calculator portion, students can use their calculators to perform routine computations more efficiently, enabling them to focus on mathematical applications and reasoning. However, the calculator is a tool that students must use strategically, deciding when and how to use it. There will be some questions in the calculator portion that can be answered more efficiently without a calculator. In these cases, students who make use of structure or their ability to reason will most likely reach the solution more rapidly than students who use a calculator.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this	PD: None, School, or	Cost:	Funding Source:

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		activity:	District		
School wide professional development on the structure, format, and scoring of the SAT.	February 2017	Katie Wishowski, Kellie Mainolfi	School	Est: 2,000	Fund 10
Use of SAT Suite of Assessments (PSAT9, PSAT, SAT) to provide practice for students and to ensure monitoring of college readiness.	2016-2020	Katie Wishowski, Kellie Mainolfi	district	tbd	tbd
Math: Integration of SAT style questions in algebra, geometry, & college algebra formative and summative assessments	December 2017	Dan Lindahl, Content area PLCs	School	TBD	TBD
Math and Science Teachers: Use of peer observation to grow as instructors in regards to differentiating for students who are struggling/excelling, or in creating engaging lessons centered around mathematical concepts.	Ongoing 2017-2018	Dan Lindahl, Chris Caramela	school	n/a	n/a
Professional development for teachers around the <i>Growth Mindset in the Mathematics Classroom</i> ; implementation of high yield instructional strategies from that book.	Ongoing 2016-2018	Dan Lindahl Jacquie Duginske	District	n/a	n/a
Math: Instruction of SAT skills and question types.	December 2017	Dan Lindahl, Content PLCs	School	TBD	TBD
Math: Analyze PARCC data to determine specific instructional focus areas.	Fall 2016	Dan Lindahl Algebra Teachers Geometry Teachers	school	n/a	n/a
Algebra Extension: Use ALEKS within Algebra Extension as an intervention to ensure students are filling the gap between current math skills and grade level expectations for mathematics.	Ongoing 2016-2017	Jacquie Duginske Dan Lindahl Algebra Extension teachers	District	n/a	n/a
Algebra 2 Extension: Create sections of Algebra 2 Extension that use ALEKS as an intervention for students who have been identified through test and grade data to have historically struggled with math.	August 2017	Katie Wishowski-Wetzel Dan Lindahl	District	n/a	n/a
Language Skills for Geometry course will be created in order to support ESL students with language skills that could support their success in the mathematics classroom.	August 2017	Katie Wishowski Dan Lindahl	District	n/a	n/a

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?
<p>The teaching and learning team will be sure to consistently look at what professional development needs there are to get teachers up to speed on the SAT. At each meeting, SAT will be an ongoing topic on our agenda.</p> <p>When the data is in for each of our assessments, we will have the secondary systems team and teaching and learning teams dissect and analyze the data to determine areas for instructional focus. We will use data from ALEKS to drive instruction in the Algebra Extension classes and make any curricular changes that may be needed.</p> <p>We will use mastery manager to look at student data and trends to drive instructional practices.</p> <p>We will use walk through data to monitor the use of SAT style instruction and assessment.</p>

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Baseline Data Spring 2017 SAT	Benchmark 1 Spring 2018 SAT	Benchmark 2 Spring 2019 SAT	Benchmark 3 Spring 2020 SAT
WHOLE SCHOOL: Spring 2017 SAT- 30.9% met/exceeded in math	38% of Dundee-Crown High School students will meet/exceed college readiness benchmarks in math as measured on the spring 2018 SAT.	45% of Dundee-Crown High School students will meet/exceed college readiness benchmarks in math as measured on the spring 2019 SAT.	51.5% of Dundee-Crown High School students will meet/exceed college readiness benchmarks in math as measured on the spring 2020 SAT.
BLACK SUBGROUP: Spring 2017 SAT – 3.4% met/exceeded in math	19% of black D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2018 SAT.	35% of black D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2019 SAT.	51.5% of black D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2020 SAT.
HISPANIC SUBGROUP: Spring 2017 SAT – 17.9% met/exceeded in math	29% of Hispanic D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2017 SAT	40% of Hispanic D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2018 SAT	51.5% of Hispanic D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2019 SAT
LEP SUBGROUP: Spring 2017 SAT – 2.6% met/exceeded in math	19% of LEP D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2017 SAT	35% of LEP D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2018 SAT	51.5% of LEP D-CHS students will meet/exceed college readiness benchmarks in math as measured on the spring 2019 SAT
IEP SUBGROUP: Spring 2017 SAT - 5.5% met/exceeded in math	21% of IEP students will meet/exceed college readiness benchmarks in math as measured on the spring 2018 SAT.	36% of IEP students will meet/exceed college readiness benchmarks in math as measured on the spring 2019 SAT.	51.5% of IEP students will meet/exceed college readiness benchmarks in math as measured on the spring 2020 SAT.
LOW INCOME SUBGROUP: Spring 2017 SAT – 18.6% met/exceeded in math	29% of Low Income students will meet/exceed college readiness benchmarks in math as measured on the spring 2018 SAT.	40% of Low Income students will meet/exceed college readiness benchmarks in math as measured on the spring 2019 SAT.	51.5% of Low Income students will meet/exceed college readiness benchmarks in math as measured on the spring 2020 SAT.

Goal #5: Academic Progress
SIP Goal #5d: Science SMART Goal:
By 2020, 10% more students will meet/exceed expectation on the ISBE science exam than did in 2017.
Target Group or Sub Group:
Biology Students (mostly freshmen)
Rationale/Research: (Wiseways or other)
From http://www.isbe.net/nILS/science/pdf/ILS-Science-fact-sheet-0216.pdf The need for high-quality science education – beginning at the earliest grades – is more essential now than ever before. Students need the kind of preparation that not only supports their current learning but also gives them the tools and skills necessary to succeed in a rapidly and continuously changing world. The Illinois Learning Standards in science are a key component toward advancing high-quality teaching and learning in science.
Illinois State Board of Education

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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

FACT SHEET

Illinois Learning Standards in Science
February 2016, ISBE Division of Public Information

The Illinois Learning Standards in science emphasize a more engaged, hands-on science education that aims to give students a deeper understanding of the core concepts in science and engineering as well as practice applying those concepts – linking knowledge and real-world skills. Quality science education is based on standards that are rich in content and practice, with aligned curricula, assessment, and teacher preparation and practice. It has been nearly 20 years since the National Research Council and the American Association for Advancement in Science produced their reports from which most state science standards are based. Illinois' current science standards became effective in February 2014 and are based on the Next Generation Science Standards (NGSS). Forty-one experts, including three Illinois educators, wrote the NGSS.

State-level committees in 26 states reviewed the learning benchmarks. These groups confirmed that the design and development of the NGSS were guided by the best available evidence to ensure that students who meet these standards are prepared for postsecondary education and careers in the 21st century. Illinois' science standards consider what it means to be "literate" in science by including the use of technology, critical thinking, and analytical skills. One of the biggest shifts in the transition to the new standards is how they encourage students to engage with science through integrated and interrelated concepts. The Illinois State Board of Education believes that a high-quality science education equips students with the knowledge and skills - such as communication, collaboration, inquiry, and flexibility - that are necessary for all careers, not just those within the science, technology, engineering and math (STEM) fields. In today's global marketplace, students will face unprecedented competition in the workforce from their peers across the country and around the world. We must give our kids the right foundation to successfully solve problems and tackle complex issues that face current and future generations.

Illinois' current science standards connect scientific principles to real-world situations, making content and instruction more engaging and relevant to the topics and activities students experience outside the classroom. The standards also introduce science at an earlier age, when children have many questions about the world and how it works. They build on children's inherent curiosity. The Illinois Learning Standards in science are not a curricula but a guide for what students need to know and be able to do by the end of each grade level. Schools began implementing the standards in 2014, with full implementation set for the 2016-17 school year.

To comply with federal testing requirements, Illinois will administer the Illinois Science Assessment (ISA) to students enrolled in grades 5, 8 and once at the high school level. The ISA will be given online, and the high school assessment uses a course-based model with content aligned to Biology 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:
Examine Biology curriculum and fill any gaps between our curriculum and the content/skills covered on the ISBE science exam.	Fall 2017	Chris Caramela, Biology PLCs	District	tbd	tbd
Ensure biology formative and summative assessments are properly aligned to the skills and content covered on the ISBE science exam.	Fall 2017	Chris Caramela, Biology PLC	District, school	Est. 2000	Fund 10
Science Teachers: Use of peer observation to grow as instructors in regards to differentiating for students who are struggling/excelling	Ongoing	Chris Caramela	school	n/a	n/a

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and in creating engaging science lessons centered on NGSS and building science literacy skills.						
Use PLC time to examine formative and summative assessment data to drive instructional practices.		Ongoing	Chris Caramela, Biology PLCs	school	\$0	n/a
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?						
Use of Mastery Manager for PLCs to analyze biology formative and summative assessment data and drive instructional practices. Use of walk through data to monitor use of instruction and assessment aligned to NGSS. Administrative oversight and attendance at PLC meetings and common prep meetings to identify where administrative support is needed to meet our goals.						
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)			
Spring 2017 ISBE science test results (which are not yet in)	+3% meet/exceed on Spring 2018 ISBE science test as compared to spring 2016	+6% meet/exceed on Spring 2019 ISBE science test as compared to spring 2016	+10% meet/exceed on Spring 2020 ISBE science test as compared to spring 2016			