

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



School Name	Gilberts Elementary School
Principal Name	Craig Zieleniewski
Mission and Vision	<p>Mission</p> <ul style="list-style-type: none"> <li>● To ensure all students are college or career ready upon graduation</li> </ul> <p>Vision</p> <ul style="list-style-type: none"> <li>● To foster a safe and caring environment with purposeful communication, respect, and responsibility while developing the foundation for college and career readiness</li> </ul>
School Improvement Team Members	Jacquelyn Allen – Speech Teacher, Michelle Creegan - 5 <sup>th</sup> Grade Teacher, Jessica Deng - 4 <sup>th</sup> Grade Teacher, Danielle Goebbert - 3 <sup>rd</sup> Grade Teacher, Kalynn Lemley - 2 <sup>nd</sup> Grade Teacher, Shannon Leonard - Parent-4 <sup>th</sup> Grade Teacher, Kathryn Ley - 2 <sup>nd</sup> Grade Teacher, Katie Negi - 2 <sup>nd</sup> Grade Teacher, Lisa Papeck - 5 <sup>th</sup> Grade Teacher, Cristie Stanek - 2 <sup>nd</sup> Grade Teacher, Jennifer Troy - Assistant Principal, Craig Zieleniewski, Principal
Cabinet Member Signature and Date	
Superintendent Signature and Date	
Board President Signature and Date	

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

<b>District Goal #1: Develop Great Teachers and Leaders</b>					
SIP Goal #1: SMART Goal					
In schools with strong collaborative teachers and leaders, all teachers collaborate to promote professional growth. In the 2017 5Essentials Survey, Gilberts Elementary School had an overall score of 42 (average implementation) for Collaborative Practices. In 2019, survey results will show an increase to “more implementation” level in this area.					
Target Group or Subgroup:					
Classroom teachers, literacy coach					
Rationale/Research: (Wiseways or other)					
As we implement the ELA curriculum in 2017-18 it will be important to teach the program with fidelity and to cover the required units of study in the pacing guide. “Districts and buildings must clearly define the essential features of RtI using the most current research and practice literature in order for fidelity of implementation to be meaningful.” <a href="http://www.rtinetwork.org/rti-blog/entry/1/107">http://www.rtinetwork.org/rti-blog/entry/1/107</a>					
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:
Gilberts Elementary staff will implement collaborative practices which will include opportunities to observe others’ practice and work together to review curriculum pacing (specifically ELA), assessment data, and develop instructional strategies. With the first year of implementation of the Wonders curriculum teachers will try to stay on pace as they differentiate for the rigor of the program.	On-going	Staff	None	0	N/A

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

Staff will collect data from Wonders (weekly and unit assessments) to identify the specific needs of students and work collectively to seek strategies to meet their needs.	Monthly	Craig Zieleniewski	None	0	N/A
Teachers will receive on-going ELA professional development provided by McGraw-Hill and the district.	On-going	Amy MacCrindle, Anne Pasco	District	TBD	District
Teachers will participate in grade level PLC meetings to lesson plan on a consistent basis.	On-going	Craig Zieleniewski, Jennifer Troy	School	0	N/A
The leadership team will participate in classroom walk-throughs. Observation and feedback will be provided to staff.	On-going	Craig Zieleniewski, Jennifer Troy	None	0	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Data collection spreadsheet, i-Ready reports, observation notes, ongoing review of ELA pacing guide					
Baseline Data	Benchmark 1 (Define Date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
Collaborative Practices  42 / Average Implementation	10/14/17  PLCs will develop norms and meet as teams  Walk-throughs	12/16/17  Leadership team meets with PLCs  Teachers will have engaged in walk-throughs and shared data with PLCs	5/25/19  5Essentials Data 2019		

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

<b>District Goal #2: Engage Family and Community</b>					
SIP Goal #2: SMART Goal					
In schools with involved families the entire staff builds strong external relationships. During the 2017-18 school year, Gilberts Elementary School will demonstrate improvement in the area of Parent Involvement in School by increasing the rating from More Implementation (73) on the 2017 Illinois 5Essentials Survey to Most Implementation as measured by the 2019 Illinois 5Essentials Survey.					
Target Group or Subgroup:					
Parents/Legal Guardians and all stakeholders					
Rationale/Research: (Wiseways or other)					
The goal of parent-teacher conferences is to ensure that open communication exists between parents and teachers. This will foster active participation by parents in their child’s schooling. Research states, “No matter the student population, involving parents primarily in the instruction of their own children is most likely to contribute to children’s learning.” (Leithwood & Menzies, 1998 as cited by Hawley, 2007)					
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:
Advertise online parent-teacher conference sign-up at Parent Night, in the Virtual Backpack, on the school website, on teacher Haiku pages, and with targeted RCS messages.	August - November 2017	Craig Zieleniewski, Jennifer Troy, Marilyn Gutierrez	None	0	N/A
Initiate reminder emails for parents through the PTC Wizard scheduling program.	November 2017	Jennifer Troy	None	TBD	TBD

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

Utilize PTO leadership to increase the level of participation at parent-teacher conferences such as PTO Facebook posts.	August - November 2017	Jennifer Troy	None	0	N/A
Collect parent-teacher conference attendance data using PTC Wizard. A future goal will be to track other parent participation at the school such as the Teacher Assistance Program (TAP).	November/December 2017	Jennifer Troy	None	TBD	TBD
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Weekly data collection using PTC Wizard to monitor sign-up and to determine overall participation rate.					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
Illinois 5Essentials 2017 (73)  Baseline Data for Parent-Teacher Conferences	10/14/17  Monitor Parents Scheduled in PTC Wizard	12/16/17  Review Parent Participation in Parent-Teacher Conferences	5Essentials Data 2019		

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

<b>District Goal #3: Equitable and Efficient Use of Resources</b>					
SIP Goal #3: SMART Goal					
During the 2017-18 school year, Gilberts Elementary School will demonstrate improvement in planning how discretionary funds are used by increasing the percentage of staff who indicated that they had no influence (7%) based on the 2017 Illinois 5Essentials Survey. This percentage will decrease to no more than 5% on the 2019 Illinois 5Essentials Survey.					
Target Group or Subgroup:					
Staff, Students					
Rationale/Research: (Wiseways or other)					
“It is critical for resource allocation practices to reflect an understanding of the imperative to eliminate existing inequities and close the achievement gap.” (Lynch, 2016 <a href="http://www.huffingtonpost.com/matthew-lynn-edd/allocating-resources-to-i_b_1018778.html">http://www.huffingtonpost.com/matthew-lynn-edd/allocating-resources-to-i_b_1018778.html</a> ) A supportive classroom environment provides students with needed resources/supplies to foster high levels of engaged learning.					
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 at the building create student supply lists. Update the school supply list to include mice and earphones as optional supplies. The school community will seek additional means for students who are unable to include items on their supply lists.	July 15, 2018	Marilyn Gutierrez	None	TBD	Building budget
Work with staff to monitor available resources for all students and provide necessary supplies to students, as appropriate, to support the curriculum. The review of	On-going	Classroom teachers, Craig Zieleniewski	None	0	N/A

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

needed resources will focus on 1:1 and the implementation of the Wonder ELA Program.					
Work with staff to order additional resources when student needs arise. Principal will work through grade level representatives to determine the use of discretionary resources within the budget to assist in meeting the needs of all students.	August 16, 2018	Jennifer Troy, Marilyn Gutierrez	School	\$500	Building budget
The PTO will provide grade level mini-grants at the request of the grade level teachers to support students with materials or field trips.	May 25, 2017	Grade level representatives	None	\$2,500	PTO budget
Staff at Gilberts Elementary will make a conscious effort to increase the use of efficient methods to conserve available resources (increasing the use of digital resources, limiting mailings, using Haiku and the Rapid Communication System).	May 25, 2017	Classroom teachers, Craig Zieleniewski	None	0	N/A
Staff will be informed of available supplies.	On-going	Office staff	None	0	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Teachers will monitor the availability and use of materials in the classroom. The school will supplement the purchase of materials as needed. This will ensure an equitable and efficient use of resources.					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
2017 Illinois 5Essentials Survey	End of first quarter  10/14/17  Student Resource Needs	End of second quarter  12/16/17  Student Resource Needs	End of fourth quarter  5/25/18  2019 5Essentials Survey		

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

<b>District Goal #4: Develop the Whole Child</b>					
SIP Goal #4: SMART Goal					
In the 2017 5Essentials Survey, Gilberts Elementary had an overall score of 47 (average implementation) for Collective Responsibility. As a school, we must take ownership of all students to support their social and emotional needs through our Positive Interventions and Supports (PBIS) model. In 2019, survey results will show an increase towards more implementation from the previous score of 47 for Collective Responsibility.					
Target Group or Subgroup:					
Teachers, support staff and students					
Rationale/Research: (Wiseways or other)					
“...social and emotional learning programs pave the way for better academic learning. In an ideal learning environment, children are focused, fully attentive, motivated, and engaged, and enjoying their work.” (Zins, Weissberg, Wang, Walberg, 2004) By providing monthly data updates teachers and support staff will be able to identify areas of need for additional support to improve student behavior, and celebrate student successes.					
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:
Staff will be provided with additional support on the utilization of Second Step. Teachers will implement the program with a strong focus on the social and emotional development of students. Staff will collect PBIS and DESSA (social and emotional learning) data and seek additional methods to further meet the needs of all students.	August 15, 2017	Angie Piotrowski, Jennifer Troy	School	\$100	Building Budget

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

Classrooms will participate in PBIS Cool Tools at the beginning of the school year, and also participate in PBIS boosters after the second quarter.	August 2017, January 2018	Angie Piotrowski, Jennifer Troy	School	0	N/A
The leadership team will create a summary report of ODRs and SWIS data to be shared quarterly with staff. Specific targets will be developed to improve student behavior.	On-going	Angie Piotrowski, Jennifer Troy	School	\$1,000	Building Budget
PBIS celebration assemblies will be planned each quarter to acknowledge student behavior and promote a positive learning environment at Gilberts Elementary. Non-attendance data will be tracked and reported.	October, December, March, May	Angie Piotrowski, Jennifer Troy	School	\$500	PTO
The SIP Leadership Team recommends the addition of more social work support at the school.	On-going	Ed. Services	None	TBD	TBD
Team members will attend the Illinois PBIS network training.	October	Angie Piotrowski, Jennifer Troy	School	\$350	Building Budget
Rewards for Golden Grizzlies will begin to include experiences as well as prizes (ex. lunch with principal).	On-going	Angie Piotrowski, Jennifer Troy	None	None	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
End of quarter behavior data analysis and spreadsheets					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
2017 Illinois 5Essentials Data	October 2017  PBIS Assembly	December 2017  PBIS Assembly  PBIS/Second Step Boosters	May 2018  2019 5Essentials Data  SWIS Final Report		

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

<b>Goal #5: Academic Progress</b>					
SIP Goal #5a: <i>ELA (Reading)</i> SMART Goal:					
By the end of the 2018-19 school year, Gilberts Elementary School student performance will increase by 10% overall in the area of ELA on the PARCC assessment, as compared to 33.7% of students meeting or exceeding standards on the 2015-16 PARCC 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 an overall growth of at least 10% by the end of this three year period (43.7% meeting or exceeding).					
Target Groups or Subgroups:					
<b>Low Income:</b> This subgroup will reach 43.7% ELA proficiency in 2018-2019 as compared to 20% proficiency in 2015-2016 (increase 23.7%).					
<b>IEP:</b> This subgroup will reach 43.7% ELA proficiency in 2018-2019 as compared to 6.1% proficiency in 2015-2016 (increase 37.6%).					
<b>LEP:</b> This subgroup will reach 43.7% ELA proficiency in 2018-2019 as compared to 12% proficiency in 2015-2016 (increase 31.7%).					
<b>Hispanic:</b> This subgroup will reach 43.7% ELA proficiency in 2018-2019 as compared to 27.3% proficiency in 2015-2016 (increase 16.4%).					
Rationale/Research: (Wiseways or other)					
Target subgroups listed above scored below All on the PARCC assessment in 2016. Effective schools use “evidence of student learning ... on a regular basis to identify the specific needs of individual students.” (Dufour and Marzano, 2011)					
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:
Provide staff with coaching and resources to implement the ELA curriculum framework with a focus on priority standards.	On-going	Staff	District	TBD	TBD

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

Implementation of reading intervention by school literacy teacher to impact the growth of the lowest tier of students. The quantity of students who require reading intervention exceeds the amount one interventionist can provide. This will require classroom teachers to differentiate within the classroom.	On-going	Katrina Bates, Classroom teachers	District, School	\$295	Building budget
Implementation of TPI services to impact the growth of students with a second language spoken at home.	On-going	Jennifer Fitchie, Letisha Seyller	District, School	0	N/A
Exposure to i-Ready and PARCC practice assessments to familiarize Grade 3-5 students with these assessments.	On-going	Classroom teachers	N/A	0	N/A
Teachers will monitor student i-Ready usage and provide feedback to each student to promote lesson completion.	On-going	Classroom teachers	N/A	0	N/A

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

The plan will be monitored by all K-5 teachers and support staff. Professional Learning Communities will meet regularly. Grade level teams will meet with support staff three times annually to review data and problem solve.

The building administration will work with the District #300 Department of Assessment and Accountability to identify the lowest quartile of students on the 2017 ELA PARCC Assessment. The students will be provided appropriate interventions through i-Ready on-line instruction, individualized classroom support, and/or additional services through building interventionists/reading specialists/special education. The Data Review Teams will monitor the growth of the students using i-Ready diagnostic tools and track the students' success on the 2018 ELA PARCC Assessment.

Target Group	Baseline Data	Benchmark 1	Benchmark 2	Benchmark 3
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### Community Unit School District 300 School Improvement Plan, 2017-2018

		(Define date)	(Define date)	(Define date)
Schoolwide	33.7% meet/exceed	Spring 2017	Spring 2018	Spring 2019 = 43.7%
Low Income	20% meet/exceed	Spring 2017	Spring 2018	Spring 2019 = 43.7%
IEP	6.1% meet/exceed	Spring 2017	Spring 2018	Spring 2019 = 43.7%
LEP	12% meet/exceed	Spring 2017	Spring 2018	Spring 2019 = 43.7%
Hispanic	27.3% meet/exceed	Spring 2017	Spring 2018	Spring 2019 = 43.7%

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

<b>Goal #5: Academic Progress</b>					
SIP Goal #5b: <i>ELA (Writing)</i> SMART Goal:					
By the end of the 2018-2019 school year, Gilberts 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 Gilberts Elementary School average writing scale score was 28.3. 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 34.3 writing scale score on the 18-19 PARCC assessment).					
Target Groups or Subgroups:					
<b>Low Income:</b> This subgroup will reach a 34.3 writing scale score in 2018-2019 as compared to 24.3 in 2015-2016 (increase 10 scale score points).					
<b>IEP:</b> This subgroup will reach a 34.3 writing scale score in 2018-2019 as compared to 20.7 in 2015-2016 (increase 13.6 scale score points).					
<b>LEP:</b> This subgroup will reach a 34.3 writing scale score in 2018-2019 as compared to 22.4 in 2015-2016 (increase 11.9 scale score points).					
<b>Hispanic:</b> This subgroup will reach a 34.3 writing scale score in 2018-2019 as compared to 26.3 in 2015-2016 (increase 8 scale score points).					
Rationale/Research: (Wiseways or other)					
Effective schools use “evidence of student learning ... on a regular basis to identify the specific needs of individual students.” (Dufour and Marzano, 2011)					
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:
Provide staff in grades 1-5 with coaching and resources to complete two writing process pieces in each unit. Instruction will be	On-going	Staff	District	TBD	TBD

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

measured by the D300 common writing rubric and some feedback can be given electronically.					
Implementation of writing intervention by literacy teacher to impact the growth of the lowest tier of students.	On-going	Katrina Bates	District, School	\$295	Building budget
Implementation of TPI services to impact the growth of students with a second language spoken at home.	On-going	Jennifer Fitchie, Letisha Seyller	District, School	0	N/A
Exposure to PARCC writing practice assessments to more fully understand the rigor of writing expectations.	On-going	Classroom teachers	N/A	0	N/A
The second (2 <sup>nd</sup> ) common writing assessment in Units 2 & 3 (scored with the common district rubric) will be implemented in google docs and teachers will give feedback digitally.	On-going	Classroom teachers	N/A	0	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
<p>The plan will be monitored by all K-5 teachers and support staff. Professional Learning Communities will meet regularly. Grade level teams will meet with support staff three times annually to review data and problem solve.</p> <p>The building administration will work with the District #300 Department of Assessment and Accountability to identify the lowest quartile of students on the 2017 ELA PARCC Assessment. The students will be provided appropriate interventions through i-Ready on-line instruction, individualized classroom support, and/or additional services through building interventionists/reading specialists/special education. The Data Review Teams will monitor the growth of the students using i-Ready diagnostic tools and track the students' success on the 2018 ELA PARCC Assessment.</p>					

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

Target Group	Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)
Low Income	24.3	Spring 2017	Spring 2018	Spring 2019 = 34.3
IEP	20.7	Spring 2017	Spring 2018	Spring 2019 = 34.3
LEP	22.4	Spring 2017	Spring 2018	Spring 2019 = 34.3
Hispanic	26.3	Spring 2017	Spring 2018	Spring 2019 = 34.3

<b>Goal #5: Academic Progress</b>
SIP Goal #5c: <b>Mathematics</b> SMART Goal:
By the end of the 2018-19 school year, Gilberts Elementary student performance will increase by 10% overall in the area of mathematics on the PARCC assessment, as compared to 38.7% of students meeting or exceeding standards on the 2015-16 PARCC 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 an overall growth of at least 10% by the end of this three year period (48.7% meeting or exceeding).
Target Groups or Subgroups:
<b>Low Income:</b> This subgroup will reach 48.7% math proficiency in 2018-2019 as compared to 23.2% proficiency in 2015-2016 (increase 25.5%).
<b>IEP:</b> This subgroup will reach 48.7% math proficiency in 2018-2019 as compared to 6.1% proficiency in 2015-2016 (increase 42.6%).
<b>LEP:</b> This subgroup will reach 48.7% math proficiency in 2018-2019 as compared to 30.8% proficiency in 2015-2016 (increase 17.9%).
<b>Hispanic:</b> This subgroup will reach 48.7% math proficiency in 2018-2019 as compared to 22.4% proficiency in 2015-2016 (increase 26.3%).
Rationale/Research: (Wiseways or other)

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

Target subgroups listed above scored below All on the PARCC assessment in 2017. Effective schools use “evidence of student learning ... on a regular basis to identify the specific needs of individual students.” (Dufour and Marzano, 2011)

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 Math Expressions curriculum with fidelity with a focus on student-teacher behaviors.	On-going	Staff	District	TBD	TBD
The on-going use of manipulatives in classrooms to support the construction of knowledge from the concrete, representative, to the abstract. Utilize recommended D300 unit plans for the intentional use of manipulatives.	On-going	Classroom teachers	N/A	0	N/A
Implementation of mathematics intervention with pre-teaching strategies by a full time math interventionist. The quantity of students who require mathematics intervention exceeds the amount one interventionist can provide. This will require classroom teachers to differentiate within the classroom.	On-going	Luc Miron	District	TBD	TBD

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

Exposure to i-Ready and PARCC practice assessments to prepare for the rigor of the assessments.	On-going	Classroom teachers	N/A	0	N/A
Teachers will monitor student i-Ready usage and provide feedback to students.	On-going	Classroom teachers	N/A	0	N/A

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

The plan will be monitored by all K-5 teachers and support staff. Professional Learning Communities will meet regularly. Grade level teams will meet with support staff three times annually to review data and problem solve.

The building administration will work with the District #300 Department of Assessment and Accountability to identify the lowest quartile of students on the 2017 Math PARCC Assessment. The students will be provided appropriate interventions through i-Ready on-line instruction, individualized classroom support, and/or additional services through building interventionists/special education. The Data Review Teams will monitor the growth of the students using i-Ready diagnostic tools and track the students' success on the 2018 Math PARCC Assessment.

Target Group	Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)
Schoolwide	38.7% meet/exceed	Spring 2016	Spring 2017	Spring 2018 = 48.7%
White	37% meet/exceed	Spring 2016	Spring 2017	Spring 2018 = 48.7%
Hispanic	22.4% meet/exceed	Spring 2016	Spring 2017	Spring 2018 = 48.7%
Low Income	23.2% meet/exceed	Spring 2016	Spring 2017	Spring 2018 = 48.7%
LEP	30.8% meet/exceed	Spring 2016	Spring 2017	Spring 2018 = 48.7%
IEP	6.1% meet/exceed	Spring 2016	Spring 2017	Spring 2018 = 48.7%

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

<b>Goal #5: Academic Progress</b>					
SIP Goal #5d: <i>Science</i> SMART Goal:					
By the end of the 2018-19 school year, Gilberts Elementary School student performance will increase by 10% overall in the area of science on the Illinois Science Assessment (ISA), as compared to the percentage of students meeting or exceeding standards on the 2015-16 ISA. 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.					
Target Groups or Subgroups:					
All students in grade five.					
Rationale/Research: (Wiseways or other)					
In 2017 students in fifth grade at Gilberts Elementary were assessed in science with the Illinois Science Assessment (ISA). Effective schools use “evidence of student learning ... on a regular basis to identify the specific needs of individual students.” (Dufour and Marzano, 2011)					
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 to conduct hands-on investigations.	On-going	STEM teacher, classroom teachers	District	TBD	District
In the STEM classroom students will think like engineers, industrial designers, and problem solvers as they participate in a variety of hands-on experiments and create their own	On-going	STEM teacher, Craig Zieleniewski	District	TBD	District

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

inventions as they utilize the Engineering Design Process (identify problem, design solution, test solution, share solution).					
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.	On-going	Classroom teachers	None	0	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Classroom walkthroughs, review of pacing guides, standards and curriculum maps through PLC process					
Target Group	Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)	
Schoolwide	TBD	Spring 2017	Spring 2018	Spring 2019	