

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



School Name	Neubert Elementary School
Principal Name	Dr. Peggy Thurow
Mission and Vision	Mission: To ensure all students are college or career ready upon graduation Vision: To provide an exemplary education in a safe and rewarding environment
School Improvement Team Members	Lisa Stolpe, School Psychologist; Pauline Paalman, Special Ed Teacher; Deanna Arms, Teacher; Bridget Demetriou, ELL Teacher; Patricia Rasmussen, Teacher; Susan Burke, Teacher; Sarah Partridge, Teacher; Julie Coller, Literacy Teacher; Lynne Gorman-parent; Jennifer Larocco, Teacher; Kelly Seklecki, Teacher; Kelly Bolas, Teacher
Cabinet Member Signature and Date	
Superintendent Signature and Date	
Board President Signature and Date	

<b>District Goal #1: Develop Great Teachers and Leaders</b>					
SIP Goal #1: SMART Goal					
Neubert Elementary School will demonstrate improvement in the area of Collaborative Practices by increasing the 2016-2017 rating from less Implementation to at least average Implementation as measured by the 2018-2019 Illinois 5Essentials Survey.					
Target Group or Subgroup:					
Instructional Teaching Staff					
Rationale/Research: (Wiseways or other)					
Marzano: The goal of instructional rounds isn't to provide feedback to the teacher being observed, although this is an option if the observed teacher so desires. Rather, the primary purpose is for observing teachers to compare their own instructional practices with those of the teachers they observe. The chief benefit of this approach resides in the discussion that takes place among observing teachers at the end of the observation as well as in subsequent self-reflection. This rationale matches our defined area of collaboration practices taken from Neubert's 2015 5essentials data including 68% of teachers reporting they have never visited another classroom at Neubert.					
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 professional development on the Instructional Rounding process.	September 2017	Principal	None	0	None
Begin Instructional Rounding in second and third grade levels and debrief using plus/delta and next steps/action plan.	November 2017	Principal, Team leader	School	\$1500	Building Budget for Subs
During PLC time, teachers will discuss use of new strategies in their classrooms as a result of Instructional Rounding.	December 2017	Team Leader and Grade Level Teams	None	0	None
Teachers at Neubert will attend district-wide PLC trainings during summer professional development.	August 2017	Principal, 3 Teachers	None	0	None
Teachers will discuss student growth	October 2017	Team Leaders, Principal	None	0	None

and interventions for their students. during PLC time.					
Teachers will participate in climate revitalization plan: activities and meetings are monthly.	May 2018	Lynn Adler,Principal	none	0	None
<b>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</b>					
Instructional Rounding participation list; Instructional Rounding documentation; Google survey; documentation of PLC meeting schedule.					
<b>Baseline Data 2016</b>	<b>Benchmark 1 October 2017</b>	<b>Benchmark 2 February 2017</b>	<b>Benchmark 3 May 2019</b>		
No Instructional Rounds Neubert 5essentials 2015 -Collaboration Practices category=LESS	Completion of Instructional Rounding Session One District Professional Development	Completion of Instructional Rounding Session Two District Professional Development	Completion of Instructional Rounding Session Three		

<b>District Goal #2: Engage Family and Community</b>					
SIP Goal #2: SMART Goal					
Neubert Elementary School will demonstrate improvement in the area of Involved Families by increasing the 2016-2017 rating from More Implementation to Most Implementation as measured by the 2018-2019 Illinois 5Essentials Survey.					
Target Group or Subgroup:					
All Staff					
Rationale/Research: (Wiseways or other)					
Establish and maintain respectful and productive relationships with families (Jackson & Andrews, 2004; McEwin & Smith, 2005) "to support the interaction of ideas and experiences centered on the learning of young people" (Nesin & Brazee, 2005, p. 42).					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and	PD: School,	Cost:	Funding Source:

		monitor this activity:	District, Or None		
Neubert will involve Neubert families by hosting a Family Math night.	April 2017	All Staff	None	400	Building budget
Parents will participate in focus groups to gain information about communication, understanding of procedures, and practices.	December 2016	Principal, Team Leaders, Intervention Teachers	None	100	Building budget
Collaborate and partner with PTO regarding vision and projects such as Fun Fair, Dances, Fundraisers.	March 2018	Principal, PTO, Team Leaders	None	0	None
Neubert will involve Neubert families by hosting a Family Literacy night.	May 2018	Principal, All Staff	None	1 hr non-instructional rate per teacher	Building budget
<b>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</b>					
Results from parent feedback from focus groups; Survey parents and share results					
<b>Baseline Data</b>	<b>Benchmark 1 October 2017</b>	<b>Benchmark 2 February 2018</b>	<b>Benchmark 3 May 2019</b>		
40% of families attended Literacy Night in 2015-2016 5Essentials baseline data is 69 points	Principal analyzes attendance and parent feedback	Principal and PTO president analyzes attendance and parent feedback	Principal, Team Leaders analyze parent feedback to make program changes for 2017-2018		
<b>District Goal #3: Equitable and Efficient Use of Resources</b>					
SIP Goal #3: SMART Goal					
Neubert Elementary School will demonstrate improvement in the area of Effective Leaders by increasing the 2016-2017 Teacher-Principal trust rating from Less Implementation in 2016-17 to at least Average Implementation as measured by the 2017-2018 Illinois 5Essentials Survey.					
Target Group or Subgroup:					

All Staff					
Rationale/Research: (Wiseways or other)					
Barnard (1938) found that individuals have a "zone of indifference" in which they simply accept the leader's decision and are apathetic toward the decision. In these cases, the leader would not benefit from trying to gain participation or collaboration. At higher levels of interest, however, more participation or collaboration is appropriate. Leaders who desire more collaboration must generate interest in the decision.					
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:
Principal meets with team leaders monthly to assist in decisions and provide feedback to staff.	December 2016	Principal, Team Leaders	None	0	None
Faculty participates in restorative circles to promote trust and team building.	December 2016	Principal, All Staff	District PD	0	None
Principal will communicate budget to staff quarterly and gathers feedback as targets are aligned to SIP plan.	October 2016	Principal, All Staff	None	0	None
Team leader meetings will occur monthly to create budget, address Social Emotional Learning issues, and visit protocols in building.	September 2016	Principal, All Staff	None	0	None
Principal will meet with every staff member in August/September and then before March to hear concerns and build trust.	March 2018	Principal	None	0	None
Teachers will participate in climate revitalization plan: activities and meetings are monthly	May 2018	Lynn Adler, Principal	none	0	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Faculty meeting and team leader meeting feedback					

Baseline Data	Benchmark 1 October 2017	Benchmark 2 February 2018	Benchmark 3 May 2019		
5Essentials survey- Less Implementation in the area of Effective Leaders,Teacher -Principal 5Essentials baseline data is 25 points	Team Leaders and principal will analyze feedback and present at staff meeting	Team Leaders and Principal will analyze feedback and present at staff meeting	Team Leaders and Principal will analyze feedback and present at staff meeting The staff will celebrate success and seek areas for improvement		
<b>District Goal #4: Develop the Whole Child</b>					
SIP Goal #4: SMART Goal					
Neubert Elementary School will demonstrate improvement in the area of Collaborative Teachers by increasing the 2016-2017 rating in Collective Responsibility from Less Implementation to at least Average Implementation as measured by the 2017-2018 Illinois 5Essentials Survey.					
Target Group or Subgroup:					
Tier 2 & Tier 3 students					
Rationale/Research: (Wiseways or other)					
Conditions for learning (CL1) The school's learning support system includes academic, physical, social, emotional, and behavioral programming based on school wide, targeted groups and individualized needs.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
All staff will review DESSA (Second Step social / emotional data) results and make recommendations for student assistance.	December 2016	All Staff	School PD	0	None
School leadership team will meet monthly to discuss emotional progress of students and provide assistance if needed.	August 2016	Leadership Team,Principal	None	0	None

PBIS coaches, social workers, principal meet with Cheryl Fredrickson to review PBIS plan and DESSA data.	October 2016	PBIS Team, SW, Principal	District PD	100	Building Budget
Review Discipline Referrals with staff to discuss needed student support or school procedures.	October 2016	PBIS Coaches	None	0	None
Implement Restorative Circles in classrooms to support SEL.	September 2016	PBIS Coaches	District PD	0	None
Develop pre-screen procedures for all incoming 2018-2019 Kindergarten students to develop individualized plans for success.	August 2017	Kindergarten Staff, Principal, Psychologist	None	0	None
Implement Bus and Cafeteria PBIS reward system for whole school.	October 2017	PBIS Coaches, All Staff	None	0	None
<b>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</b>					
DESSA Screener, Number of Behavior Intervention Plans, Tier 2 & 3 students entering and exiting interventions / programs.					
<b>Baseline Data</b>	<b>Benchmark 1 September 2017</b>	<b>Benchmark 2 December 2018</b>	<b>Benchmark 3 April 2019</b>		
5Essentials baseline score of 38 points in Collective Responsibility	Staff will analyze DESSA, PBIS data Results reported to staff	Staff will analyze DESSA, PBIS data Results reported to staff	Staff will analyze DESSA, PBIS data Staff		

<b>Goal #5: Academic Progress</b>					
SIP Goal #5a: <b>ELA (Reading)</b> SMART Goal:					
By the end of the 2018-2019 school year, student performance will increase by 10% overall in the area of ELA on the PARCC assessment, from 54% of students meeting/exceeding standards on the 2015-2016 PARCC assessment school wide to 64% of students meeting/exceeding standards at the end of three years. In the 2016-2017 school year, the increase will be at least 3%; in 2017-2018 school year, the increase will be an additional 4%; and finally, in the 2018-2019 school year, the increase will be at least 4% for an overall growth of at least 10% by the end of the third year period.					
Target Group or Subgroup:					
Low Income: This subgroup will reach 64% reading proficiency in 2018-2019 as compared to 0% proficiency in 2015-2016 (increase 64 %)					
IEP: This subgroup will reach 64% reading proficiency in 2018-2019 as compared to 16% proficiency in 2015-2016 (increase 48%)					
LEP: This subgroup will reach 64% reading proficiency in 2018-2019 as compared to 22% proficiency in 2015-2016 (increase 42%)					
Hispanic: This subgroup will reach 64% reading proficiency in 2018-2019 as compared to 16% proficiency in 2015-2016 (increase 48 %)					
Black: This subgroup will reach 64% reading proficiency in 2018-2019 as compared to 25% proficiency in 2015-2016 (increase 39%)					
Rationale/Research: (Wiseways or other)					
RTI Indicator (C18) The school culture supports teachers in practicing effective and responsive instruction to meet individual student's needs.					
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:
Discuss differentiation strategies during PLCs.	December 2016 (on-going)	Team Leaders, Principal	None	0	None



Review i-Ready classroom data specific to vocabulary and provide teachers opportunities through PLCs to develop strategies to meet the needs of all students.	September 2016 (on-going)	Instructional Staff, Principal	District PD	0	None
Have students monitor goals will develop individual goals in i-Ready and discuss/monitor with teacher.	May 2018	Team Leaders,Principal	District PD	0	None
Review i-Ready classroom data specific to inferencing text / informational text and provide teachers opportunities through PLCs to develop strategies to meet the needs of all students.	September 2016 (on-going)	Instructional Staff, Principal	District PD	0	None
Teachers will utilize Haiku for ELA block to plan during PLC time.	September 2016 (on-going)	Instructional Staff, Principal	District PD	0	None
Each student will complete 5 or more ELA lessons on i-Ready each month. Teachers will monitor student i-Ready usage and provide feedback to each student.	September 2016 (on-going)	Instructional Staff, Principal	District PD	0	None
Teachers will implement the ELA curriculum framework with fidelity and focus on student mastery of priority standards.	September 2016 (on-going)	Instructional Staff, Principal	District PD	0	None
The building administration will work with the District #300 Department of Assessment and Accountability to identify the lowest quartile of students on the 2016 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	Ongoing	Principal, Teachers, Reading Specialist, Psychologist	None	None	None

diagnostic tools and track the students' success on the 2017 ELA PARCC Assessment.					
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Data Review meetings, PLC team time, i-Ready reports, student roster data for intervention groups					
Target Group	Baseline Data PARCC Assessment 2015-2016	Benchmark 1 PARCC Assessment 2016-2017	Benchmark 2 PARCC Assessment 2017-2018	Benchmark 3 PARCC Assessment 2018-2019	
Schoolwide	54%	57%	61%	64%	
Low Income	0%	6%	30%	64%	
IEP	16%	25%	60%	64%	
LEP	22%	50%	60%	64%	
Hispanic	16%	25%	60%	64%	
Black	25%	50%	60%	64%	

<b>Goal #5: Academic Progress</b>
SIP Goal #5b: <b>ELA (Writing)</b> SMART Goal:
By the end of the 2018-2019 school year, Neubert 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, Neubert Elementary School average writing scale score was 31.3. 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 37.5 writing scale score on the 18-19 PARCC assessment).
Target Group or Subgroup:
Low Income: This subgroup will reach 37.3 points in 2018-2019 as compared to 22 points in 2015-2016

IEP: This subgroup will reach 37.3 points in 2018-2019 as compared to 19 points in 2015-2016.

LEP: This subgroup will reach 37.3 points in 2018-2019 as compared to 24 points in 2015-2016.

Hispanic: This subgroup will reach 37.3 points in 2018-2019 as compared to 26 points in 2015-2016.

Black: This subgroup will reach 37.3 points in 2018-2019 as compared to 21 points in 2015-2016.

**Rationale/Research: (Wiseways or other)**

**Common Core Writing:**

With guidance and support from adults, students will produce writing in which the development and organization are appropriate to task and purpose

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:
Teacher teams will discuss students' scores from writing prompts during PLCs and identify students that are below average.	December 2016	Team Leaders, Principal	District PD	0	None
Teachers will focus on students evidence to support writing, precise vocabulary, and inference during PLCs.	May 2017	Team Leaders, Principal	District PD	0	None
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 to students.	Winter 2018	Team Leaders, Principal	District PD	0	None
Teachers will discuss student progress on "Wonders" writing prompts during PLCs and	December 2016	Team Leaders, Principal	District PD	0	None

analyze gaps in student learning					
The building administration will work with the District #300 Department of Assessment and Accountability to identify the lowest quartile of students on the 2016-17 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 2017-18 ELA PARCC Assessment.	Ongoing	Principal, Teachers, Reading Specialist, Psychologist	District PD	0	None

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

Review writing data during PLCs and data reviews				
Target Group	Baseline Data PARCC Assessment 2015-2016	Benchmark 1 PARCC Assessment 2016-2017	Benchmark 2 PARCC Assessment 2017-2018	Benchmark 3 PARCC Assessment 2018-2019
Schoolwide	31.3	33.3	35.3	37.3
Low Income	22	30.3	35.3	37.3
IEP	19	30.3	35.3	37.3
LEP	24	30.3	35.3	37.3
Hispanic	26	30.3	35.3	37.3
Black	21	30.3	35.3	37.3

<b>Goal #5: Academic Progress</b>					
SIP Goal #5c: <b>Mathematics</b> SMART Goal:					
At the end of the 2018-2019 school year, Neubert students will increase performance by 10% overall in the area of Math on the PARCC assessment, from 59 % of students meeting/exceeding standards on the 2015-2016 PARCC assessment school wide to 69% students meeting/exceeding standards at the end of three years. In the 2016-2017 school year, the increase will be at least 3%; in 2017-2018 school year, the increase will be an additional 4%; and finally, in the 2018-2019 school year, the increase will be at least 4%- for an overall growth of at least 10% by the end of the third year period.					
Target Group or Subgroup:					
Low Income: This subgroup will reach 69% Math proficiency in 2018-2019 as compared to 0 % proficiency in 2015-2016 (increase 69 %)					
IEP: This subgroup will reach 69% Math proficiency in 2018-2019 as compared to 16 % proficiency in 2015-2016 (increase 53%)					
LEP: This subgroup will reach 69% Math proficiency in 2018-2019 as compared to 28% proficiency in 2015-2016 (increase 41%)					
Hispanic: This subgroup will reach 69% Math proficiency in 2018-2019 as compared to 32 % proficiency in 2015-2016 (increase 37%)					
Black:NA					
Rationale/Research: (Wiseways or other)					
Indicator: Rising Star- The principal monitors curriculum and classroom instruction regularly.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
Teachers will identify math area of focus for rounding and report back to math teachers.	December 2016	Instructional Staff,Principal	District PD	0	None

Teachers will emphasize D300 i-Ready Intentional Usage Plan to promote an increase in student pass rates on lessons completed in class and at home.	May 2018	Instructional Staff, Principal	District PD	0	None
Teachers will further develop math talks with an intentional focus on providing students with look-fors so that they can critique reasoning and construct viable arguments.	May 2018	Team Leaders	District PD	0	None
Staff members will analyze Geometry and measurement assessment data during PLC time and discuss instructional methods for improvements.	November 2016	Instructional Staff, Principal	None	0	None
Utilize i-Ready instructional grouping profiles to differentiate learning based on the specific needs of students.	September 2016 on-going	Principal and Math Teachers	District PD	0	None
Grade level math teams will identify key manipulative resources from Unit Plans to be implemented during instruction throughout the year (go from concrete to pictorial).	September 2016 on-going	Principal and Math Teachers	District PD	0	0
The building administration will work with the District #300 Department of Assessment and Accountability to identify the lowest quartile of students on the 2016 Math PARCC Assessment. The students will be provided appropriate interventions through i-Ready on-line instruction, individualized classroom support, and/or additional services through building interventionists/special education. The Data Review Teams will monitor the growth of the students using i-Ready diagnostic tools and	Ongoing	Principal, Teachers, Math Interventionist, Psychologist	None	None	None

track the students' success on the 2017 Math PARCC Assessment.					
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Roundings, Data review meetings, i-Ready reports,documentation of grade level work, student roster for intervention groups					
Target Group	Baseline Data PARCC Assessment 2015-2016	Benchmark 1 PARCC Assessment 2016-2017	Benchmark 2 PARCC Assessment 2017-2018	Benchmark 3 PARCC Assessment 2018-2019	
Schoolwide	59%	62% proficient	66% proficient	69% proficient	
Low Income	35%	47% proficient	60% proficient	69% proficient	
IEP	16%	48% proficient	60% proficient	69% proficient	
LEP	28%	52% proficient	60% proficient	69% proficient	
Hispanic	32%	50% proficient	58% proficient	69% proficient	
Black	25%	55%proficient	60% proficient	69% proficient	

<b>Goal #5: Academic Progress</b>
SIP Goal #5d: <b>Science</b> SMART Goal:
At the end of the 2018-2019 school year, Neubert students will increase baseline results on the Illinois Science Assessment (ISA) performance by 10% overall in the area of Science assessment as compared to baseline data obtained from the 2015-2016 Illinois Science Assessment. In the 2016-2017 school year, the increase will be at least 3%; in 2017-2018 school year, the increase will be an additional 4%; and finally, in the 2018-2019 school year, the increase will be at least 4% for an overall growth of at least 10% by the end of the third year period.
Target Group or Subgroup:
Low Income: 10% over three years of growth from baseline data 2015- 2016 IEP: 10% over three years of growth from baseline data 2015-2016 LEP:10% over three years of growth from baseline data 2015-2016

Hispanic: 10% over three years of growth from baseline data 2015- 2016 Black: 10% over three years of growth from baseline data 2015-2016					
Rationale/Research: (Wiseways or other)					
Indicator (CL8) The school culture supports teachers in practicing effective and responsive instruction to meet individual student's needs.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
Teachers will integrate Science through "Wonders" research and inquiry lessons and discussed during PLC's.	September 2016 on-going	Team Leaders, Principal	District PD	0	None
During PLCs teachers will assess student performance relating to inquiry based activities to improve instruction.	September 2016 on-going	Team Leaders, Principal	None	0	None
Teachers will identify and incorporate Stem vocabulary on a weekly basis and implement with fidelity.	September 2016 on-going	Team Leaders, Principal	District PD	0	None
Teachers will incorporate the 8 Science Practices during weekly STEM lessons in the classroom.	May 2018	Stem Teacher, Principal	None	0	None
Teachers will discuss during PLC's inquiry based science instruction and Standards.	May 2018	Team Leaders	District PD	0	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					



PLC discussions & ISA 2017 results, classroom walkthroughs				
Target Group	Baseline Data	Benchmark 1 State Assessment 2016-2017	Benchmark 2 State Assessment 2017-2018	Benchmark 3 State Assessment 2018-2019
Schoolwide	2016 ISA	TBD	TBD	TBD
Low Income	2016 PARCC	TBD	TBD	TBD
IEP	2016 PARCC	TBD	TBD	TBD
LEP	2016 PARCC	TBD	TBD	TBD
Hispanic	2016 PARCC	TBD	TBD	TBD
Black	2016 PARCC	TBD	TBD	TBD