

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



School Name	deLacey Family Education Center
Principal Name	Kelly Burke
Mission and Vision	<p>Mission: In a nurturing and play-based environment, our curriculum builds children’s self-esteem and problem solving skills, while fostering respect for themselves and others.</p> <p>Vision: We inspire curiosity, independence and a lifelong love of learning to help our preschool children become contributing members of our community and the world.</p>
School Improvement Team Members	<p>Kelly Burke - Principal; Jack Melfi - Assistant Principal; Amy Brittain - Psychologist; Karin deLaPaz - Curriculum Coordinator for Early Childhood Education; Amanda DiVito - Teacher Jeanne Howard - Teacher; Stephanie Thoren - Teacher; Samantha Hoffman - Teacher Neenah Cronin - deLacey Parent</p>
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					
deLacey Family Education Center will demonstrate improvement in the area of Collaborative Teachers by increasing the rating of Least Implementation with a score of 36 on the 2017 Illinois 5 Essentials Survey to Average Implementation by the 2019 Illinois 5 Essentials Survey.					
Target Group or Subgroup:					
Certified Staff Members allowed to take the survey (minus Related Services and staff who don't currently have rights to the survey)					
Rationale/Research: (Wiseways or other)					
Based on our Early Childhood Environment Rating Scale Revised (ECERS-R) review from Spring 2016 and in order to prepare for the 2017 ECERS site visit, it was noted that there was limited proof of the Illinois Early Learning and Development Standards and the English Early Learning Development Standards in the lesson plans presented to the validation team.					
In order to successfully obtain this goal, an updated and newly formatted plan for the 2017 school year will allow staff the opportunity to address the standards and other items following the validation visit. We will go through a series of professional development days during the 2017/2018 school year to create intentional instruction that leads to intentional learning through job-embedded professional development. This process will include the necessary training required for 100% of the staff to incorporate these standards into their weekly lesson plans. Higher-level questioning and language modeling based on the CLASS (Classroom Assessment Scoring System) will also be included in the lesson plan template.					
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 Leadership Team at deLacey will update the common lesson plan template that is relevant to early children students to better guide staff during PLC (Professional Learning Community) conversations.	September 1, 2017	Building Leadership Team, Administration, Kelly Burke, Jack Melfi, Karin deLaPaz, Curriculum Coordinator	Summer Collaboration School	1,000	Building Fund
The Leadership Team and Administration will provide professional development to all staff on the utilization of the updated <i>common lesson plan template</i> to drive quality instruction.	In-Service August and September 2017	Karin deLaPaz, Curriculum Coordinator Linda Breen, Director of Early Childhood, Kelly Burke, Principal	Staff PD In-Service Days School	None	None
Our Professional Learning Community (PLC) Teams will work together on assuring all lesson plans are aligned to the Illinois Early Learning and Development Standards (IELDS).	Monthly PLC Meetings	Kelly Burke, Principal Jack Melfi, Assistant Principal	None	None	None
The staff will develop curriculum nights for the families and community of deLacey to share information in collaboration	September Parent Nights 2017-2019	Kelly Burke, Principal Jack Melfi, Assistant Principal	School	\$500	Building Fund

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with the staff on teaching and learning as it relates to the Illinois Early Learning and Development Standards (IELDS)					
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
The PLC teams will use the provided <i>common lesson plan template</i> for their PLC team meetings that includes attendance and drop down menus that will also include standards being used in their lesson plans. Additionally, we will use Google survey and continue to monitor as teams the teacher weekly lesson plans that encompass common learning targets.					
Baseline Data	Benchmark 1 (September 2017)	Benchmark 2 (December 2017)	Benchmark 3 (May 2019)		
5Essentials Survey 2017 Least Implementation (score of 28) in Collaborative Practices	September 1, 2017 Completion of the updated Common Lesson Plan Template 5Essentials Survey 2017 Least Implementation in Collaborative Teachers	December 2017 Revised Lesson Plan Templates with Exemplars of Complete Lesson Plans that reflect the newly aligned Teaching Strategies GOLD objectives	5Essentials Survey 2019 Average Implementation in Collaborative Practices		

District Goal #2: Engage Family and Community					
SIP Goal #2: SMART Goal					
deLacey Family Education Center will demonstrate improvement in the area of Parent Involvement in School from Average Implementation with a score of 56 on the 2017 Illinois 5Essentials Survey to at least Most Implementation as measured by the 2019 Illinois 5Essentials Survey.					
Target Group or Sub Group:					
Staff, Students, and Parents/Guardians					
Rationale/Research:					
The 2017 5Essentials Survey data indicate that improvement is needed in the area of family involvement. Research suggests that adult support may be the single most important aspect of how children succeed in school and life. <i>Psychology Today</i>					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
The Principal, Administration and Staff will continue to use multiple methods of communication to parents regarding Red Folder Days and Open Houses. These are vital days for parent contact and registration confirmation with our deLacey families.	August 2017-2019	Administration and Support Staff	None	None	None

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The Leadership Team will identify two or three key community/parent liaisons who will play a vital role in developing a greater sense of community participation with school activities.	September 2017-2019	Administration, Teachers, Parents and Community Members	None	None	None
The Leadership team in collaboration with the deLacey Parent Teacher Partnership (PTP) will maintain a deLacey Family Education Center community based group to plan, coordinate, and conduct “instructionally driven” events. This community group will work directly with the staff at deLacey to facilitate education related to academic growth and PBIS activities.	September 2017-2019	Administration, Teachers, Parents and Community Members	None	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Review sign-in sheets after the events detailing parent involvement per classroom, receive parent input/feedback through surveys, attendance and activity calendar, and review of the 2017 5Essentials data.					

Baseline Data	Benchmark 1 (September 2017)	Benchmark 2 (December 2017)	Benchmark 3 (May 2017)
7 Family nights including three academic/social-emotional focused evenings in 2016-2017 5Essentials score of More Implemented (60) in 2017	Identified calendar of events driven by the PTP for 2017/2018 and collect Parent attendance documentation for each event.	Conduct a mid-year parent survey for feedback on parent activity nights, being a part of the deLacey community and being updated on all upcoming PRP events.	The deLacey Leadership Team in collaboration with the PTP will reflect upon the involvement and participation in planned activities through the school year and map out the 2018/2019 activity goals.

District Goal #3: Equitable and Efficient Use of Resources
SIP Goal #3: SMART Goal
The staff including Teachers and Paraprofessionals will have strong foundational skills to prepare our students for their kindergarten experience. The deLacey Family Education Center will demonstrate improvement in the area of Teacher Influence by increasing from Average Implementation on the 5 Essentials Survey in 2017 to More Implementation as measured by the 2019 Illinois 5Essentials Survey.
Part 2: 100% of the deLacey teaching staff will be trained in “Message of the Day” strategies and techniques and Jolly Phonics
Target Group or Sub Group:
All staff members
Rationale/Research: (Wiseways or other)
To provide consistent Pre-Literacy exposure that is standard to preschool and to strengthen the literacy articulation to Kindergarten. Children's literacy skills are an important predictor of success in the early elementary grades. <i>Early Childhood Research Quarterly</i>

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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 Leadership Team will coordinate the training for staff with appropriate segments of the Jolly Phonics program and “Message of the Day” as a part the professional development opportunity yearly.	September 2017	Administration and the School Leadership Team	PD	None	None
The deLacey staff will utilize the preschool Costa's Levels House and display the house in classrooms as visual prompts for staff.	September/October 2017	Administration and the Classroom Teachers	PD	None	None
Staff will participate in coaching sessions for the Early Childhood Environmental Rating Scale (ECERS) to prepare for the 2017/2018 validation visit.	Ongoing	Administration/Facilitators	PD	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Walk-throughs, benchmark data, and weekly lesson plans submitted. There will be review and reflection among PLCs and Facilitators.					
Baseline Data	Benchmark 1 (May 2017)	Benchmark 2 (May 2018)	Benchmark 3 (May 2019)		
Illinois 5Essentials Survey 2015 “Less Implementation” in Teacher Influence (score of 37)	Illinois 5Essentials Survey 2017 “Average Implementation” in Teacher Influence (score 41).	Illinois 5Essentials Survey 2018 “Average Implementation” in Teacher Influence (score of 52)	Illinois 5Essentials Survey 2019 “More Implementation” in Teacher Influence (score of 61)		

District Goal #4: Develop the Whole Child
SIP Goal #4: SMART Goal
deLacey Family Education center will demonstrate improvement in the area of Collective Responsibility by increasing the rating from Less Implementation (31) in 2017 to at least Average Implementation as measured by the 2019 Illinois 5Essentials Survey.
Target Group or Sub Group:
Teachers and All Students
Rationale/Research: (Wiseways or other)
For an authentic look at each child, many pieces should be assembled, from formal assessment, informal observations, anecdotal notes, and <i>portfolio</i> samples. This will help to develop a holistic look at each child’s developmental progress and mastery of preschool skills. <i>Using Assessment Information to Guide Planning and Teaching; John Funk, M.Ed.</i>
Part 2: Implementing portfolio development and meeting the ISBE state requirement of having portfolios for each preschool student for the 2017/2018 school year. <i>Illinois State Board of Education Early Childhood Division</i>

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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:
PD opportunity and introduction to the updated Teaching Strategies GOLD portfolios was completed.	September 22, 2017	Kelly Burke, Jack Melfi	School	None	None
Portfolio items will be collected for 100% of students using Creative Curriculum/Teaching Strategies GOLD in the areas of Literacy, Math, Science, Social Studies, Social Emotional, English Language Development. Specifically, by the end of the year the teachers will collect 1 portfolio items for each objective per trimester.	Beginning August 2017 through and On-going through May 2019	Administration and all Staff	School	None	None
A series of Professional Development opportunities on the development and usage of a portfolio for each individual student will be implemented with integrity.	August In-Service, and each additional PD 2017/2018 dates	Staff, Leadership Team, and, Administration	School	None	None
The PLC process in place will continue the support of portfolio development during the school year.	On-going through May 2019	PLC Leaders and Administrators	None	None	None
Updated portfolio review each trimester to include academic and social/emotional objectives in addition to content areas per the Creative Curriculum.	Ongoing through May 2019	PLC Leaders and Administrators	None	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Online monitoring by administration through Creative Curriculum Gold Online, teachers identifying and reflecting weekly on portfolio collection samples demonstrating student growth, and monitoring to ensure that each area highlighted is represented through the updated common lesson plan.					
Baseline Data September 2017	Benchmark 1 November 2016	Benchmark 2 February 2018	Benchmark 3 May 2018		
End of 3rd Trimester At least 36 portfolio samples collected and documented	End of 1st Trimester At least 12 portfolio samples collected and documented	End of 2nd Trimester At least 24 portfolio samples collected and documented	End of 3rd Trimester At least 36 portfolio samples Collected and documented		

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Goal #5: Academic Progress					
SIP Goal #5a: ELA (Reading) SMART Goal:					
By the end of the 2017/2018 school year, 60% of the kindergarten bound four year-old student population will be proficient in Letter Naming and 50% of the student population will be proficient in Letter Sounds, defined by earning a score within meeting or exceeding standards outlined in Teaching Strategies GOLD.					
Target Group or Sub Group:					
The 2017/2018 Baseline: IEP: Letter Naming: 54% Letter Sounds: 31% EL: Letter Naming: 43% Letter Sounds: 27% Hispanic: Letter Naming: 35% Letter Sounds: 20% White: Letter Naming: 58% Letter Sounds: 23% Black: Letter Naming: 38% Letter Sounds: 38% (*only eight students in our sample size)					
Rationale/Research:					
Rationale for Annual Improvement Goals as Opposed to Three Year for Early Childhood Education: *deLacey has zero returning students each year who are in the benchmark sample *developmentally appropriate <i>varies</i> by child and needs *benchmarking data looking at specific skills as opposed to broad skills such as in the PARCC *already achieving high percentage of meeting and exceeding *more beneficial to addressing instruction to look over course of one year and addressing needs of current population *building classroom makeup and programs vary from year to year					
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:
deLacey Staff will engage in professional development and be provided instructional strategies to improve student performance in letter naming and letter sounds.	September In-Service PD 2017-2019	Administration and Staff	School	None	None
Create a classroom standard that allows for small group instruction, large group activities, and exploratory play in a center-based learning environment.	All School Year 2017-2019	Staff and Teachers w/ Administration support	School	None	None
Using the updated common lesson plan template, staff will include key activities to promote pre-literacy growth opportunities for students.	All School Year 2017-2019	Certified Staff	School	None	None
deLacey Staff along with the Leadership Team will continue to explore options to standardize pre-literacy exposure with a common school-wide program.	All School Year 2017-2019	Staff, Administration, Leadership Team	School	None	None

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

The Leadership Team and Staff will monitor this plan on a trimester basis (used in preschool) through reviewing our benchmarking data, and the common lesson plans among all certified staff. The Leadership Team and Administration will communicate with the Teaching and Learning Administrative Team to review the data and implement any necessary changes moving forward.

Target Group	Baseline (September 2017)	Benchmark 1 (November 2017)	Benchmark 2 (February 2018)	Benchmark 3 (May 2018)
Schoolwide	Letter Naming 47% proficient Letter Sounds 25% proficient	Letter Naming 50% proficient Letter Sounds 33% proficient	Letter Naming 55% proficient Letter Sounds 41% proficient	Letter Naming 60% Proficient Letter Sounds 50% Proficient
Low Income	Letter Naming 41% proficient Letter Sounds 21% proficient	Letter Naming 47% proficient Letter Sounds 25% proficient	Letter Naming 55 % proficient Letter Sounds 41% proficient	Letter Naming 60% proficient Letter Sounds 50% Proficient
IEP	Letter Naming 47% proficient Letter Sounds 31% proficient	Letter Naming 52% proficient Letter Sounds 38% proficient	Letter Naming 56% proficient Letter Sounds 45% proficient	Letter Naming 60% proficient Letter Sounds 50 % proficient

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EL	Letter Naming 43% proficient Letter Sounds 27% proficient	Letter Naming 49 % proficient Letter Sounds 35% proficient	Letter Naming 55% proficient Letter Sounds 43% proficient	Letter Naming 60% proficient Letter Sounds 50% proficient
Hispanic	Letter Naming 35 % proficient Letter Sounds 20 % proficient	Letter Naming 44% proficient Letter Sounds 30% proficient	Letter Naming 52% proficient Letter Sounds 40% proficient	Letter Naming 60% proficient Letter Sounds 50 % proficient
Black 8 students for baseline 2017/2018 <i>*Not enough for a true sample size</i>	Letter Naming 38% proficient Letter Sounds 38 % proficient	Letter Naming 46% proficient Letter Sounds 42% proficient	Letter Naming 53% proficient Letter Sounds 46% proficient	Letter Naming 60 % proficient Letter Sounds 50 % proficient

Goal #5: Academic Progress
SIP Goal #5b: ELA (Social-Emotional) SMART Goal:
The Devereux Early Childhood Assessment P2 or (<i>DECA comparable to the DESSA used in Elementary</i>) will be implemented to 100% of the student population one time annually per school year in order to design effective instruction and intervention matched to student need. The DECA will subsequently be administered only to students who are kinderbound or show need (areas in the red) two additional times annually.
During the 2017/2018 school year there will be an overall increase of 10% in Total Protective Factors for students identified as having areas of need at the baseline taken in late September 2017.
Target Group or Sub Group:

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<p>Baseline Data 2017/2018 - To be administered at the end of September 2017. IEP: TBD Low Income: TBD LEP: TBD Hispanic: TBD Black: TBD</p>					
<p>Rationale/Research: (Wiseways or other)</p>					
<p>The DECA (The Devereux Early Childhood Assessment P2) will directly correlate data to the DESSA that is used with elementary aged students with the purpose to offer better articulation between the early childhood programs and the elementary schools.</p> <p>The National Academy of Sciences reported that 60% of children enter school with cognitive skills needed to be successful, but only 40% have the social-emotional skills needed to succeed in Kindergarten. Research has clearly shown that children’s emotional and behavioral adjustment is important for their chances of early school success, yet the emphasis on cognitive and academic preparedness often overshadows the importance of children’s social-emotional development. <i>Raver and Research Synthesis on Screening and Assessing Social-Emotional Competence.</i></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:
Purchase Devereux Early Childhood Assessment Tool and explain its use to staff to benefit the growth of the children both academically and socially.	Purchase September 2017	Administrator	School	\$2,000	PFA/Building Fund
Train Staff and provide appropriate time to give the assessments.	Each September 2017-2020	Administrator and Webinar Training	School	None	None
Administer the DECA to all deLacey students initially to create a baseline score according to the implementation plan established and outlined.	Late September 2017	Teachers and Staff	School	None	None
Team will pull data and provide the staff with data reports and strategies to use the data to change instruction.	September 2017 ongoing	Team of School Psychologists and School Administration Team	None	None	None
Have outside speakers to present to parents on Parent Education and Social Emotional Learning also using the District Early Childhood Social Emotional Learning Coach	Twice Yearly	Administration Family School Liaison Outside Speaker	None	\$150 per presentation	PFA/Building Fund
deLacey is launching the Tertiary Team and Tier 3 level of support. The PBIS Tertiary coach has been	September 2017	Team of Psychologists, other	None	2,000	Building Budget

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named and the team begin to provide those high level supports for both students and families.		Related Services staff and Administration			
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Monitoring is directly linked to our PBIS Teams; Tier 1, 2 and 3. From an instructional standpoint Second Step Instruction may be adjusted as needed. This data will also assist us in developing our SAIG Groups (Social Academic Integration Groups). This also allows for articulation to Kindergarten that leads to the DESSA (used in Elementary).					
Benchmark 1 End of Year Snapshot (May 2017)	Baseline Data (September 2017)	Benchmark 2 (May 2018)	Benchmark 3 (May 2019)		
<p>2% in Total Protective Factors increase from the baseline of September 2016</p> <p align="center">ALL:</p> <p>Sept 2016: 76% Typical/Strength May 2017: 87% Typical/Strength</p> <p>Students with areas in need: Sept 2016: 41% Typical/Strength May 2017: 74% Typical/Strength</p>	Administered at the end of September 2017	2% in Total Protective Factors increases from the May 2016 benchmark	2% in Total Protective Factors increases from the May 2017 benchmark.		

Goal #5: Academic Progress
SIP Goal #5c: Mathematics SMART Goal:
By the end of the 2017/2018 school year, 65% of the students will meet or exceed age level expectation (6-10 numbers named) and 75% of students will meet or exceed age level expectations (10-20 highest number counted). (K.CC.5., K.CC.1.). Part 2: Improve student accuracy in the area of Numbers named and highest number counted by using an assessment created by the staff to align with the IELDS (Illinois Early Learning and Development Standards).
Target Group or Sub Group:
<p>Baseline Data September 2017</p> <p>IEP: Numbers Named: 58% Highest Counted: 58%</p> <p>Low Income: Numbers Named: 56% Highest Counted: 47%</p> <p>EL: Numbers Named: 46% Highest Counted: 63%</p> <p>Hispanic: Numbers Named: 42% Highest Counted: 59%</p> <p>Black: Numbers Named: 50% Highest Counted: 50% (*Sample size equals eight)</p> <p>White: Numbers Named: 66% Highest Counted: 72%</p>
Rationale/Research: (Wiseways or other)

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The goal is for our four year-old students to be proficient in their pre-mathematical skills as they enter kindergarten using an assessment that is currently aligned with the IELDS (Illinois Early Learning and Development Standards).					
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:
Incorporate numerical sense into the “Message of the Day” through daily instruction.	September 2017 on-going	Teachers and Administration	School	None	None
Refine small group instruction, large group activities, and exploratory play in classroom learning centers to develop the numeracy skills of all students	September 2017 on-going	Teachers	School	None	None
Teachers will use the ECERS (Early Childhood Environmental Rating Scale) guidelines for incorporating mathematical centers of learning into their classroom. These updated mathematical centers will incorporate manipulatives and also make changes to the physical environment such as specified numbers of specific mathematical items.	September 2017 on-going	Early Childhood District Administration, deLacey Building Administration, classroom staff and other staff	ECERS Training P.D. ongoing	None	None
Engage in teacher observations that will lead into portfolio development using the Creative Curriculum Gold with integrity.	On-going 2017-2020	Teachers and Administrators	District	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Benchmark Data, observation and walkthroughs, portfolio updates three times per year.					

Target Group	2016/2017 Year End (May 2017)	Baseline (September 2017)	Benchmark 1 (November 2017)	Benchmark 2 (February 2018)	Benchmark 3 (May 2018)

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<p>Schoolwide</p>	<p>Numbers named 65% proficient Highest number counted 65% proficient</p> <p>Numbers named 71% proficient Highest number counted 74% proficient</p>	<p>Numbers named 53% proficient Highest number counted 64% proficient</p>	<p>Numbers named 57% proficient Highest number counted 68 % proficient</p>	<p>Numbers named 61% proficient Highest number counted 72% proficient</p>	<p>Numbers named 65% proficient Highest number counted 75% proficient</p>
<p>Low Income</p>	<p>Numbers named 65% proficient Highest number counted 65% proficient</p> <p>Numbers named 65% proficient Highest number counted 67% proficient</p>	<p>Numbers named 47% proficient Highest number counted 56% proficient</p>	<p>Numbers named 53%% proficient Highest number counted 65% proficient</p>	<p>Numbers named 59&% proficient Highest number counted 62% proficient</p>	<p>Numbers named 65% proficient Highest number counted 75% proficient</p>

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IEP	<p>Numbers named 65% proficient</p> <p>Highest number counted 65% proficient</p> <p>Numbers named 59% proficient</p> <p>Highest number counted 62% proficient</p>	<p>Numbers named 58% proficient</p> <p>Highest number counted 58% proficient</p>	<p>Numbers named 61% proficient</p> <p>Highest number counted 64% proficient</p>	<p>Numbers named 63% proficient</p> <p>Highest number counted 70% proficient</p>	<p>Numbers named 65% proficient</p> <p>Highest number counted 75% proficient</p>
EL	<p>Numbers named 65% proficient</p> <p>Highest number counted 65% proficient</p> <p>Numbers named 68% proficient</p> <p>Highest number counted 73% proficient</p>	<p>Numbers named 46% proficient</p> <p>Highest number counted 63% proficient</p>	<p>Numbers named 52% proficient</p> <p>Highest number counted 67% proficient</p>	<p>Numbers named 58% proficient</p> <p>Highest number counted 71% proficient</p>	<p>Numbers named 65% proficient</p> <p>Highest number counted 75% proficient</p>

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Hispanic	<p>Numbers named 65% proficient</p> <p>Highest number counted 65% proficient</p> <p>Numbers named 66% proficient</p> <p>Highest number counted 70% proficient</p>	<p>Numbers named 42% proficient</p> <p>Highest number counted 59% proficient</p>	<p>Numbers named 50% proficient</p> <p>Highest number counted 65% proficient</p>	<p>Numbers named 57% proficient</p> <p>Highest number counted 71% proficient</p>	<p>Numbers named 65% proficient</p> <p>Highest number counted 75% proficient</p>
Black	<p>Numbers named 65% proficient</p> <p>Highest number counted 65% proficient</p> <p>Numbers named 54% proficient</p> <p>Highest number counted 53% proficient</p>	<p>Numbers named 50% proficient</p> <p>Highest number counted 50% proficient</p>	<p>Numbers named 55% proficient</p> <p>Highest number counted 59% proficient</p>	<p>Numbers named 60% proficient</p> <p>Highest number counted 67% proficient</p>	<p>Numbers named 65% proficient</p> <p>Highest number counted 75% proficient</p>

<p>Goal #5: Academic Progress</p> <p>SIP Goal #5d: <i>Science</i> SMART Goal:</p> <p>Seventy percent of kindergarten bound four-year old students will be sort using nature/science materials by May 2018 with accuracy in 3 out of 4 trials. Example: Sorting leaves by shape, color or size.</p> <p>IELDS - Illinois Early Learning and Development Standard - 11.A.ECe - Use Mathematical and computational thinking ECERS - Early Childhood Environmental Rating Scale - Nature/Science 22</p>

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Rationale/Research: (Wiseways or other)					
This will provide a developmentally appropriate foundation for the students. Integrating problem solving activities through play based 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:
Classroom staff will take inventory of their science centers to determine whether they have enough science/nature items to sort using the ECERS (Early Childhood Environmental Rating Scale).	September 2017	Classroom Teachers, Kelly Burke and Jack Melfi	None	\$100	Building
Weekly coaching sessions provided to staff in preparation for upcoming ECERS (Early Childhood Environmental Rating Scale) monitoring visit.	October 2017	Kelly Burke, Jack Melfi	None	None	None
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
We will monitor the effectiveness of our action by checking teacher documentation in Teaching Strategies GOLD Online and by informally observing the Science Center and Small Groups to identify students who have sorted nature or science items.					

Target Group	Baseline (September 2017)	Benchmark 1 (November 2017)	Benchmark 2 (February 2018)	Benchmark 3 (May 2018)
Schoolwide	Scientific/ Nature items sorted with % accuracy	Scientific/ Nature items sorted 2 out of 4 trials with 50% accuracy	Scientific/ Nature items sorted 2 out of 4 trials with 60% accuracy	Scientific/ Nature items sorted 3 out of 4 trials with 75 % accuracy
Low Income	Scientific/ Nature items sorted with % accuracy	Scientific/ Nature items sorted 2 out of 4 trials with 50% accuracy	Scientific/ Nature items sorted 2 out of 4 trials with 60% accuracy	Scientific/ Nature items sorted 3 out of 4 trials with 75 % accuracy

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IEP	Scientific/ Nature items sorted with % accuracy	Scientific/ Nature items sorted 2 out of 4 trials with 50% accuracy	Scientific/ Nature items sorted 2 out of 4 trials with 60% accuracy	Scientific/ Nature items sorted 3 out of 4 trials with 75 % accuracy
EL	Scientific/ Nature items sorted with % accuracy	Scientific/ Nature items sorted 2 out of 4 trials with 50% accuracy	Scientific/ Nature items sorted 2 out of 4 trials with 60% accuracy	Scientific/ Nature items sorted 3 out of 4 trials with 75 % accuracy
Hispanic	Scientific/ Nature items sorted with % accuracy	Scientific/ Nature items sorted 2 out of 4 trials with 50% accuracy	Scientific/ Nature items sorted 2 out of 4 trials with 60% accuracy	Scientific/ Nature items sorted 3 out of 4 trials with 75 % accuracy
Black	Scientific/ Nature items sorted with % accuracy	Scientific/ Nature items sorted 2 out of 4 trials with 50% accuracy	Scientific/ Nature items sorted 2 out of 4 trials with 60% accuracy	Scientific/ Nature items sorted 3 out of 4 trials with 75 % accuracy