

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



School Name	Hampshire Elementary School	
Principal Name	Nancy Regul	
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	Nancy Regul - Principal Diane York - 5th grade teacher Jen Nolan - 1st grade teacher Julie Leibengood - 4th grade teacher Kevin Rahn - 4th grade teacher Brianna Isbrandt - Special Education Teacher Tammy Rath - Third Grade Teacher Kari Presz - Kindergarten Teacher	Dan Hart - 5th Grade Teacher Tammy Bennett- Literacy Teacher Theresa Lathrop - HSO president Erin Nisi - 1st grade teacher Katelyn Schwab - Kindergarten Teacher Marisa Bloomberg -Kindergarten Teacher Michelle Bannerman - 2nd Grade Teacher
Cabinet Member Signature and Date		
Superintendent Signature and Date		
Board President Signature and Date		

Edited 9/25/17

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District Goal #1: Develop Great Teachers and Leaders					
SIP Goal #1: SMART Goal					
Hampshire Elementary School will demonstrate improvement in the area of Effective Leaders by improving from Less Implementation (38%) in 2017 to at least Average Implementation in 2019.					
Target Group or Subgroup:					
All certified staff members					
Rationale/Research: (Wiseways or other)					
Three Big Ideas That Drive the Work of a PLC: The essence of the PLC process is captured in three big ideas: 1. The purpose of our school is to ensure all students learn at high levels. 2. Helping all students learn requires a collaborative and collective effort. 3. To assess our effectiveness in helping all students learn we must focus on results—evidence of student learning—and use results to inform and improve our professional practice and respond to students who need intervention or enrichment. --Rick Dufour, Learning by Doing					
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 members and the principal will attend PLC training and share information out at a staff meeting in order to build the staff's knowledge and understanding of the PLC philosophy.	August Training September Staff Meeting	Principal/ PLC leadership Team	district	none	District
The principal and PLC trained staff will provide training and resources on the PLC process and its benefits for student learning to the PLC Leadership team and all staff. Training will utilize the Solution Tree resources obtained at the PLC training and www.allthingsplc.info .	year-long	PLC Leadership Team, Principal, staff	school	none	none
Building developed norms and collective commitments will be monitored and implemented with fidelity.	ongoing	All staff	none	none	none
Staff members will complete the "Critical Issues for Team Consideration" Survey, utilizing Google Forms, two times a year to assess their level of implementation of the PLC process and identify areas of focus for their PLC teams. Results will be shared at a staff meeting and grade level teams will use the results to set a team goal for professional growth.	September and May	Principal, PLC Leadership Team, and Staff	school	none	none
Grade level PLC's will utilize an agenda template to focus and monitor collaboration time. The agenda will record minutes of meetings focused on the 3 Big Ideas of PLC's.	By Sept. 30	PLC Leadership Team	school	none	none
PLC Leadership team and Shared Decision Making will each meet once a month to address timely matters and plan actions and trainings to support HES staff in the PLC process.	ongoing	Principal, PLC Leadership Team, staff	none	none	none
A structure will be developed to allow support staff to attend grade level PLC meetings to ensure that the schedule allows for this and that those meetings are purposeful for all staff in attendance.	By February	PLC Leadership Team	none	none	none
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Google Survey, PLC agendas/minutes, Review 2016-2017 5Essentials data					
Baseline Data	Benchmark 1 September 2017	Benchmark 2 February 2018	Benchmark 3 May 2018		
<ul style="list-style-type: none"> 2017 5 Essentials data Weekly PLC meetings do not currently have a formal structure 	<ul style="list-style-type: none"> Critical Issues Survey data will be collected and analyzed by PLC Leadership Team. 	<ul style="list-style-type: none"> Review of grade level PLC agendas and minutes. 	<ul style="list-style-type: none"> Critical Issues Survey data will be collected and analyzed by PLC leadership team. 		

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<ul style="list-style-type: none"> Critical Issues Survey has not been taken in the past. 	<ul style="list-style-type: none"> PLC agenda template developed and utilized systematically. 	<ul style="list-style-type: none"> 2018 5 Essentials Data collected (Survey window TBA).
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District Goal #2: Engage Family and Community					
SIP Goal #2: SMART Goal					
Hampshire Elementary School will demonstrate improvement in the area of Involved Families by improving from Average Implementation (58%) in 2017 to More Implementation 2019.					
Target Group or Subgroup:					
HES families, students, and community					
Rationale/Research: (Wiseways or other)					
"Initiatives that focus on building respectful and trusting relationships among school staff, families, and community members are more likely to be effective in creating sustained connections that support student learning" - JoBeth Allen , Effective Home-School Communication, FINE Newsletter; In the past year, communication and trust was lacking between school and home. This needs to be an area of focus to re-establish a positive relationship and focus on student education.					
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:
Continue weekly messages sent to families using telephone, email, and the D300 app to inform families of important school news, activities, and general district information.	6/7/17 - 5/25/18 weekly	Principal	none	none	none
Teachers will maintain an up to date Haiku page which will include Parent Information. Parent information will be updated weekly. Staff will email a snap shot of the updated parent information page to the principal weekly.	8/13/16- 5/25/17 ongoing	Classroom Teachers	district	none	none
HES will welcome families to an Open House event tied to the Fall Book Fair and an Academic Fair tied to the Spring Book Fair. Students and families will have the opportunity to show off work/curriculum in the classrooms, visit areas of the building such as specials, gain Haiku help, and other whole school activities.	ongoing	All building staff	none	none	none
The Principal will host a Kindergarten Welcome event to provide building and district level overview information to families. Kindergarten teachers will assist by providing activities to acclimate students to the classroom, a bus ride will also be available.	8/7/17	Principal/ kindergarten teachers	none	none	none
HES Staff will research and develop a plan to involve more family members and community members into the school community. Options to look into include but are not limited to: Watch Dog Program, Visiting Readers/Authors, Field Day volunteers, Mystery Readers, Community Days.	ongoing	All staff	none	none	none
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Principal review of teacher Haiku pages, 2018 5 Essentials Data, attendance/sales from Book Fair					
Baseline Data	Benchmark 1 October 2017	Benchmark 2 January 2018	Benchmark 3 May 2018		
<ul style="list-style-type: none"> Weekly messages were sent using RCS last year. Open House was not held during the 16-17 school year Kindergarten welcome was not held before the 16-17 school year. Haiku is in the beginning stages of implementation 	<ul style="list-style-type: none"> Send 10 RCS messages as a school community (one message per week) Review data for how many kindergarten families attended Kindergarten Welcome. Review data for attendance at Open House/Book Fair Monitoring updated Haiku pages 	<ul style="list-style-type: none"> Send 20 RCS messages to families (one weekly per week) Review data for community visitors, guest readers, etc. Monitoring updated Haiku pages 	<ul style="list-style-type: none"> Send 35 RCS messages to families (one message per week) Review how often teacher haiku pages are accessed by parents 2018 5Essentials Data 		

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District Goal #3: Equitable and Efficient Use of Resources					
SIP Goal #3: SMART Goal					
Hampshire Elementary School will demonstrate improvement in the area of Teacher Influence by improving from Less Implementation (35%) in 2017 to at least Average Implementation in 2019.					
Target Group or Subgroup:					
All Staff Members					
Rationale/Research: (Wiseways or other)					
Wise Ways CI12 Indicator: School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (2344)					
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 and PLC Leadership Team will review the \$6,000 allotment provided by Superintendent Heid to continue the Math Club program to provide targeted students with academic support in identified areas of need.	October 2017	Principal, PLC Leadership Team, Math Interventionist	Building	\$6000	Building Budget (allocated by district)
The PLC Leadership Team and the principal will monitor student growth on i-Ready profiles to determine the success of the Math Club program.	on-going	Principal, PLC Leadership Team	Building	none	none
Staff will complete surveys to determine topics for differentiated staff meetings and early release time. The principal will work with content area directors, Literacy Teacher, and Math Interventionist to provide differentiated trainings.	Staff meetings throughout 2017-2018 school year	Principal, Content Area Directors, Literacy Teacher, Math Interventionist	none	none	none
At least once a year, staff will provide input into resources needed for their teams to implement effective instruction. Staff will also have an ongoing opportunity to provide input into resources purchased for the building staff use.	on-going	All staff members	none	none	none
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
iReady data; 2017 5Essentials Data; Google survey data					
Baseline Data	Benchmark 1 October 2017	Benchmark 2 January 2018	Benchmark 3 May 2018		
<ul style="list-style-type: none"> Math Club in the beginning implementation phases 	<ul style="list-style-type: none"> Targeted students attending Math Club Survey for differentiated staff meetings completed 	<ul style="list-style-type: none"> Review Winter iReady profile data for students participating in the Math Club Differentiated staff meetings continue 	<ul style="list-style-type: none"> Review Spring iReady profile data for students participating in the Math Club. 2018 5Essentials Data. 		

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District Goal #4: Develop the Whole Child					
SIP Goal #4: SMART Goal					
Hampshire Elementary School will demonstrate improvement in the area of Collective Responsibility by improving from Average Implementation (47%) in 2017 to at least More Implementation 2019.					
Target Group or Subgroup:					
All Staff Members					
Rationale/Research: (Wiseways or other)					
Studies demonstrate that social emotional knowledge has a critical role in improving children's academic performance and life-long learning. - Zins, Blodworth, Weisberg, & Walberg, 2004					
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:
Review 15-16 Tiered Fidelity Inventory (TFI) and SET data (PBIS survey) with PBIS teams and develop a plan for areas of improvement. The plan will be shared at a staff meeting so the entire staff can contribute to the implementation and improvement of PBIS.	September 2017 PBIS meeting; share at staff meeting	PBIS Universal Team, PBIS Secondary Team, Principal	none	none	none
Teachers will instruct students on expected school behaviors (hallway, restroom, arrival, dismissal, classroom, media center, playground) each quarter throughout the school year using the PBIS cool tools.	First week of each quarter	Teachers, PBIS Universal Team	none	none	none
The PBIS Universal team will review office discipline referrals at monthly meetings and determine the next month or quarter behavioral focus. The principal and teachers will positively reward students for following positive behavior expectations at quarterly, school-wide celebrations.	Monthly PBIS Universal Team meetings/ Last week of each quarter	Principal, classroom teachers, PBIS Universal Team	building	\$300	Building Budget
Teachers will reinforce expected behaviors through the use of "PAWS" cards. Students can turn in their "PAWS" cards for incentives. Staff will recognize other staff members for following PBIS expectations using Recognize A Peer (RAP) Program.	ongoing	Teachers, PBIS Universal Team	none	none	none
Teachers will make positive contacts with parents when students display expected behaviors.	ongoing	Teachers	none	none	none
HES will participate in quarterly community service projects.	quarterly	Students and staff	none	none	none
HES yearly focus will be on growth mindset and "You Matter". Staff will be provided training and resources to focus on Growth Mindset. Information will be shared with parents and students throughout the year. Staff and students will participate in whole school activities centered around "Only One You" a book targeting individuals.	ongoing	All students and staff	building	\$200	none
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Review TFI and SET data; 5Essentials Data; Behavior Referral data will be reviewed at monthly PBIS universal Team meetings					
Baseline Data	Benchmark 1 October 2017	Benchmark 2 February 2018	Benchmark 3 May 2018		
<ul style="list-style-type: none"> 2016-2017 TFI data indicates 62% implementation. 2017 5Essentials Data. 	<ul style="list-style-type: none"> Review implementation of PBIS against criteria on TFI. 	<ul style="list-style-type: none"> Review implementation of PBIS against criteria on TFI. 	<ul style="list-style-type: none"> 2018 5Essentials Data. 2017-2018 TFI/SET data. 		

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Goal #5: Academic Progress (revised goal, subgroup, and benchmark - add actions Costas, R&R, Frayer, poster actions)					
SIP Goal #5a: ELA (Reading) SMART Goal:					
By the end of the 2018-2019 school year, Hampshire Elementary School student performance will increase by 10% overall in the area of ELA Reading on the PARCC assessment as compared to 43% of students meeting or exceeding standards on the 2015-2016 PARCC assessment building wide. In the 2016-17 school year, this increase will be at least 3% (46%); in the 2017-18 school year, this increase will be an additional 3% (49%); and finally, in the 2018-19 school year, this increase will be at least 4% (53%) - for an overall growth of at least 10% by the end of this three year period (53% meeting or exceeding standards).					
Target Group or Subgroup:					
<p>Low Income: This subgroup will reach 53% ELA proficiency in 2018-19 as compared to 40.4% proficiency in 2015-2016 (increase 12.6%).</p> <p>IEP: This subgroup will reach 53% ELA proficiency in 2018-19 as compared to 8.8% proficiency in 2015-2016 (increase 45.2%).</p> <p>LEP: n/a</p> <p>Hispanic: This subgroup will reach 53% ELA proficiency in 2018-19 as compared to 39.4% proficiency in 2015-2016 (increase 13.6%).</p> <p>Black: n/a</p>					
Rationale/Research: (Wiseways or other)					
ELA data on both PARCC and i-Ready identifies a need for continuous improvement. While the students at Hampshire Elementary School demonstrate a level of proficiency higher than the district average, there is still significant room for improvement.					
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 be provided with coaching and resources to implement the ELA Curriculum frameworks with fidelity and focus on student mastery of priority standards. Focused topics will include: Daily 5 structure and guided reading, best instructional practices, academic vocabulary	Ongoing	Principal, Literacy Teacher, classroom teachers, Director of Literacy	District	none	none
Teachers will utilize the Daily 5 structure to provide students with targeted and differentiated small group instruction focused on priority standards. Instructional groups will be created using weekly formative assessments, guided reading levels, and i-Ready data.	ongoing	Classroom Teachers/ Principal	none	none	none
Implementation of reading interventions by school literacy teacher will impact the growth of the lowest tier students. The quantity of students that require interventions exceed the amount the literacy teacher can provide. This will require classroom teachers to differentiate within the classroom.	As Needed	Literacy Teacher, classroom teachers	district	none	none
Cross Categorical Resource Teachers will provide targeted interventions for students with IEP's.	ongoing	Resource Teachers	district	none	none

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EL teacher will provide targeted interventions and pre-teaching activities for EL students using the Wonders EL Program. EL students will demonstrate an average of 60-70% mastery on the Wonders Weekly Assessments.	ongoing	EL Teacher	district	none	none
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 online 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 ELA PARCC Assessment.	ongoing	Principal, Support Staff, Classroom Teachers	none	none	none

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

Data Review Meetings and data dashboards, Staff meetings/PLC agendas, Wonders Weekly Assessment/Unit Assessment data

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	43% proficiency	46% proficiency	49% proficiency	53% proficiency
Low Income	40.4% proficiency	44.6% proficiency	48.8% proficiency	53% proficiency
IEP	8.8% proficiency	23.5% proficiency	38.2% proficiency	53% proficiency
LEP	-	-	-	-
Hispanic	39.4% proficiency	44% proficiency	48% proficiency	53% proficiency
Black	-	-	-	-

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Goal #5: Academic Progress (revised goal, need subgroups)					
SIP Goal #5b: ELA (Writing) SMART Goal:					
By the end of the 2018-2019 school year, Hampshire 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 2015-2016 school year, the Hampshire Elementary School average writing scale score was 30.8. 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 3 year period (average writing scale score of 36.8)					
Target Group or Subgroup:					
Low Income: This subgroup will reach 36.8 points as an average writing scale score on the PARCC assessment in 2018-19 as compared to 29.2 points of proficiency in 2015-16 (increase 7.6 points). IEP: This subgroup will reach 36.8 points as an average writing scale score on the PARCC assessment in 2018-19 as compared to 26 points in 2015-16 (increase 10.8 points). LEP: n/a Hispanic: This subgroup will reach 36.8 points as an average writing scale score on the PARCC assessment in 2018-19 as compared to 30.8 points in 2015-16 (increase 6 points). Black: n/a					
Rationale/Research: (Wiseways or other)					
Instructional teams use student learning data to identify students in need of instructional support or enhancement: Wiseways 1061					
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 provide constructive feedback using digital tools such as google docs. Teacher feedback given digital feedback will be specific and timely focused on student growth and improvement.	ongoing	Classroom teachers	district	none	none
Students in grades 1-5 will complete two writing process pieces in each ELA unit during the 2017-2018 school year. Instruction will focus on improvement of the writing process as assessed by the D300 common writing rubric.	ongoing	Classroom teachers	district	none	none
EL teacher will provide targeted interventions and pre-teaching activities for EL students using the Wonders EL Program. EL students will demonstrate an average of 60-70% mastery on the Wonders Weekly Assessments.	ongoing	EL teacher	none	none	none
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Wonders Weekly/Unit Assessments; Hapara data on digital feedback					
Target Group	Baseline Data PARCC Assessment 2014-2015	Benchmark 1 PARCC Assessment 2016-2017	Benchmark 2 PARCC Assessment 2017-2018	Benchmark 3 PARCC Assessment 2018-2019	
Schoolwide	30.8 proficiency	32.8 proficiency	34.8 proficiency	36.8 proficiency	
Low Income	29 proficiency	31 proficiency	34 proficiency	36.8 proficiency	
IEP	26 proficiency	29 proficiency	33 proficiency	36.8 proficiency	
Hispanic	30 proficiency	32 proficiency	34 proficiency	36.8 proficiency	

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Goal #5: Academic Progress (revised goal, subgroups, and benchmarks-- need actions)					
SIP Goal #5c: Mathematics SMART Goal:					
By the end of the 2018-2019 school year, Hampshire Elementary School student performance will increase by 10% overall in the area of Math on the PARCC assessment as compared to 50% of students meeting or exceeding standards on the 2015-2016 PARCC assessment building wide. In the 2016-17 school year, this increase will be at least 3% (53%); in the 2017-18 school year, this increase will be an additional 3% (56%); and finally, in the 2018-19 school year, this increase will be at least 4% (60%) - for an overall growth of at least 10% by the end of this three year period (60% meeting or exceeding standards).					
Target Group or Subgroup:					
Low Income: This subgroup will reach 60% math proficiency in 2018-19 as compared to 36.5% proficiency in 2015-2016 (increase 23.5%). IEP: This subgroup will reach 60% math proficiency in 2018-19 as compared to 14.7% proficiency in 2015-2016 (increase 45.3%). LEP: n/a Hispanic: This subgroup will reach 60% math proficiency in 2018-19 as compared to 39% proficiency in 2015-2016 (increase 21%). Black: n/a					
Rationale/Research: (Wiseways or other)					
Math data on both PARCC and i-ready identifies a need for continuous improvement. While the students of Hampshire Elementary School have a level of proficiency higher than that of the district average, more than half the students are not meeting or exceeding grade level 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:
Grade Level PLC's will meet weekly to discuss the Math Priority standards, create common formative assessments, and use flexible grouping to provide re-teaching and enrichment differentiated to meet the individual needs of students.	ongoing	Classroom Teachers	School	none	none
Will implement math interventions by math interventionist to impact the growth of the lowest students. Students will be identified for interventions based on i-Ready data, pre-assessments, formative assessments, and post-assessments. The quantity of students that require interventions exceeds the amount the math interventionist can provide. This will require classroom teachers to differentiate within the classroom.	ongoing	Classroom Teachers, Interventionist	School	none	none
All teachers will follow the Math Expressions program and use the math manipulatives recommended in the framework with fidelity. Classroom teachers will utilize manipulatives consistently to support instruction. Teachers will move students through the progression of concrete to representational to abstract. Students will be provided the ability to utilize concrete and representational methods based on their level of conceptual understanding.	ongoing	Grade Level Teams	School/district	none	none

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Staff will be provided with coaching opportunities and resources to increase their capacity to utilize manipulatives, explicitly teach academic vocabulary using a math word wall or flip charts, and implement Math Talk in their instruction.	ongoing	Classroom teachers, principal, math interventionist	school/district	none	none
The lowest 10% of students at each grade level will participate in a before school math club to close the gap between current levels of performance and expected grade level mastery in the area of math. Instructional focus will be on Number Sense and Algebra and Algebraic Reasoning.	October 2017 - May 2018	Certified Staff	none	\$6000	Building Budget (allocated by the district)
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 online 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 2017 Math PARCC Assessment.	ongoing	Principal, Support Staff, Classroom Teachers	none	none	none
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Data review meetings and data dash boards, PLC/staff meeting agendas, iReady data, Math unit assessment data (formative and summative)					
Target Group	Baseline Data PARCC Assessment 2015-2015	Benchmark 1 PARCC Assessment 2016-2017	Benchmark 2 PARCC Assessment 2017-2018	Benchmark 3 PARCC Assessment 2018-2019	
Schoolwide	50% proficiency	53% proficiency	56% proficiency	60% proficiency	
Low Income	36.5% proficiency	44.3% proficiency	52.1% proficiency	60% proficiency	
IEP	14.7% proficiency	29.8% proficiency	44.9% proficiency	60% proficiency	
LEP	-	-	-	-	
Hispanic	39% proficiency	46% proficiency	53% proficiency	60% proficiency	
Black	-	-	-	-	

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Goal #5: Academic Progress (Changed goal - need activities)					
SIP Goal #5d: Science SMART Goal:					
By the end of the 2018-2019 school year, Hampshire Elementary School student performance will increase by 10% overall on the Illinois Science Assessment (ISA), as compared to baseline data obtained from the 2015-2016 Illinois Science Assessment. In the 2016-2017 school year, this increase will be at least 3%, in the 2017-2018 school year, this increase will be an additional 3%, and finally, in the 2018-2019 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 Group or Subgroup:					
<p>Low Income: By the end of the 2018-19 school year, student performance will increase by an overall percentage in the area of Science on the Illinois Science Assessment so that students in this subgroup meet the school wide average. Yearly increases will be established once baseline data from the 2016 Illinois Science Assessment is available.</p> <p>IEP: By the end of the 2018-19 school year, student performance will increase by an overall percentage in the area of Science on the Illinois Science Assessment so that students in this subgroup meet the school wide average. Annual increases will be established once baseline data from the 2016 Illinois Science Assessment is available.</p> <p>LEP: n/a</p> <p>Hispanic: By the end of the 2018-19 school year, student performance will increase by an overall percentage in the area of Science on the Illinois Science Assessment so that students in this subgroup meet the school wide average. Yearly increases will be established once baseline data from the 2016 Illinois Science Assessment is available.</p> <p>Black: n/a</p>					
Rationale/Research: (Wiseways or other)					
The need for high-quality science education-beginning at the very earliest grades-is more essential now than ever before. Students need the kind of preparation that not only supports their learning now, but also gives them the tools and skills necessary to succeed in a rapidly and continuously changing world. -Illinois State Board of Education					
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 for students to conduct hands-on investigations.	ongoing	STEM Teacher	None	none	none
Students will think like engineers, industrial designers, and problem solvers as they participate in a variety of hands-on experiments and create their own inventions as they utilize the Engineering Design Process of: 1. Identify and formulate a problem. 2. Design a solution (prototype). 3. Create a solution (prototype). 4. Test and re-test to optimize solution that fits criteria and constraints. 5. Communicate and share the solution.	ongoing	STEM Teacher	District	none	none
Teachers will use the non-fiction texts in the Wonders Program to engage students in reading and writing activities that support the Next Generation Science Standards.	ongoing	Classroom Teachers	District	none	none
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Principal will conduct walk-throughs and observations for accountability purposes; Illinois Science Assessment data will be analyzed when received.					
Target Group	Baseline Data ISA Assessment 2015-2016	Benchmark 1 ISA Assessment 2016-2017	Benchmark 2 ISA Assessment 2017-2018	Benchmark 3 ISA Assessment 2018-2019	
Schoolwide	TBD	May 2017	May 2018	May 2019	
Low Income	TBD	May 2017	May 2018	May 2019	
IEP	TBD	May 2017	May 2018	May 2019	
LEP	n/a	n/a	n/a	n/a	
Hispanic	TBD	May 2017	May 2018	May 2019	
Black	n/a	n/a	n/a	n/a	