

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



School Name	Golfview Elementary School
Principal Name	Lindsay Sharp
Mission and Vision	Mission: To ensure all students are college or career ready upon graduation Vision: The vision of Community Unit School District 300 is to provide an exemplary education in a safe and rewarding environment.
School Improvement Team Members	Lindsay Sharp, Principal; Pamela Carlos, Assistant Principal; Megan McFalls, Math Coach, Cristina De Mosteyrin, Instructional Coach, Melissa Zavala, Preschool; Pilar Nieto, DL Kindergarten; Sarah Valle, DL 1st Grade; Patricia Espindola, DL 2nd Grade; Marlene Munoz, DL 3rd Grade; Jennifer Zawilla, 4th Grade; Bonnie Weglarz, 5th Grade; Andrea Brockway, SPED; and Bess Kirch, Literacy Teacher
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					
Golfview Elementary School will demonstrate improvement in the area of “Collaborative Teachers” by Increasing from less implementation to average implementation as measured by the 2018 IL 5Essentials Survey.”					
Target Group or Subgroup:					
Grade Level Professional Learning Communities (Pre-K, Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, and Special Education)					
Rationale/Research: (Wiseways or other)					
<p>Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (Wise Ways Indicator #1171)</p> <p>Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (Wise Ways Indicator #1173)</p> <p>Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (Wise Ways Indicator #1045)</p> <p>All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (Wise Ways Indicator #1063)</p> <p>Units of instruction include specific learning activities aligned to objectives. (Wise Ways Indicator #1083)</p> <p>Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator #1061)</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:
Teachers will observe in each others’ classrooms to offer feedback and improve their own instruction based on best practices in all core subjects. Teachers will visit one per semester.	May 2018	Administrative Team, Grade Level Chairs, and Teachers	School	\$3600 for substitutes	Title I/Building
Grade level Professional Learning Communities will use Professional Learning Community data meeting protocols when analyzing common formative assessment and other data to make instructional decisions.	October 2017 and ongoing	Administrative Team and PLC Grade Level Teams	School	0	N/A
Grade level Professional Learning Communities will develop core driven SMART Goals for Math and Reading based on i-Ready benchmark data.	Fall, Winter, and Spring Data Meetings	PLC Grade Level Teams and Leadership Team	School	0	N/A
Time will be built into the weekly schedule for grade level/department Professional Learning Communities to meet one time per week for 30 minutes. Teams will meet with administration two times monthly during this time.	August 2017 and ongoing	Principal/Assistant Principal	School	0	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					

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Professional Learning Community Team Minutes, change in teacher practice as observed through informal walk-throughs and observations, Grade level SMART Goals, data protocols, Critical Issues Surveys for Professional Learning Communities			
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)
5Essentials 2015 Rating of “Less Implementation” in “Collaborative Teachers” (Score of 34)	5Essentials 2017 “More Implementation” in “Collaborative Teachers” (Score of 50 or higher)	5Essentials 2018 “More Implementation” in “Collaborative Teachers” (Score of 65 or higher)	5Essentials 2019 “Most Implementation” in “Collaborative Teachers” (Score of 80 or higher)

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District Goal #2: Engage Family and Community					
SIP Goal #2: SMART Goal					
Golfview Elementary School will move from less implementation to average implementation in the area of teachers and parents are partners in improving student learning and schools with involved families.					
Target Group or Subgroup:					
All students and families (PreK- 5th Grade)					
Rationale/Research: (Wiseways or other)					
<p>School Leadership and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning. (Wise Ways #2341)</p> <p>The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (Wise Ways Indicator #1115)</p> <p>The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (Wise Ways Indicator #1155)</p> <p>The principal offers frequent opportunities for stakeholders to voice constructive critique of the school's progress and suggestions for improvement. (Wise Ways Indicator #1034)</p> <p>All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students. (Wise Ways Indicator #2353)</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:
Title I Family School Liaisons will work collaboratively monthly to plan activities for all Title I buildings for the 2017-2018 and 2018-2019 school years based on the survey results.	May 2018	Family School Liaison and Title I Office	None	0	N/A
Monthly family events will be scheduled to provide resources, information and a sense of community to our families.	May 2018	Administration and Family School Liaison	None	\$2000	Title 1 Budget
Our Family School Liaison will facilitate monthly meetings with the Golfview Parent Advisory Committee that focuses on community strengths and needs.	May 2018	Administration and Family School Liaison	None	\$500	Title 1 Budget
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Parent survey Parent Sign-in sheets Agendas from school and district Parent Nights Annual activity calendar					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
5 Essentials 2015 "Least Implementation" in "Involved Families"	5Essentials 2017 "Less Implementation" in "Involved Families"	5Essentials 2018 "Less Implementation" in "Involved Families"	5Essentials 2019 "Average Implementation" in "Involved Families"		

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(Score of 26)	(Score of 30 or higher)	(Score of 40 or higher)	(Score of 50 or higher)
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District Goal #3: Equitable and Efficient Use of Resources					
SIP Goal #3: SMART Goal					
Golfview Elementary School will move from less implementation to more implementation in the area of “Teacher Influence” as measured by the 2019 5 Essentials Survey.					
Target Group or Subgroup:					
Teachers and stakeholder groups					
Rationale/Research: (Wiseways or other)					
All teams have written statements of purpose and guidelines for their operation. (Wise Ways Indicator #1013) School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (Wise Ways Indicator # 2344) The principal offers frequent opportunities for stakeholders to voice constructive critique of the school’s progress and suggestions for improvement. (Wise Ways Indicator # 1034)					
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:
Administration will share budget updates and seek feedback from staff at a minimum of 2 times per year.	May 2018	Administration	None	0	N/A
Administration will provide project budgets to support initiatives such as Instructional Night, new library books, etc.	May 2018	Administration and Teachers	None	Vary	General
The Assistant Principal in collaboration with the Restorative Practices Book Study Team, will develop a plan and help implement the use of Restorative Practices throughout the school.	May 2018	Assistant Principal and Restorative Practices Book Study Team	None	0	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Staff meeting agendas, staff feedback results regarding budget development, staff survey results regarding inservice programs, staff feedback results regarding behavior and discipline plan for the school.					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
5 Essentials Survey 2015 “Less Implementation” in “Teacher Influence” (Score of 32)	5 Essentials Survey 2017 “Less Implementation” in “Teacher Influence” (Score of 42 or higher)	5Essentials Survey 2018 “Average Implementation” in “Teacher Influence” (Score of 52 or higher)	5 Essentials Survey 2019 “More Implementation” in “Teacher Influence” (Score of 70 or higher)		

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District Goal #4: Develop the Whole Child					
SIP Goal #4: SMART Goal					
Golfview Elementary will move from less implementation to average implementation in the area of collective responsibility.					
Target Group or Subgroup:					
All Students (Preventative as Tier I) Students identified by the DESSA and teachers for Tier II/III support					
Rationale/Research: (Wiseways or other)					
The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students . (Wise Ways #2351) The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (Wise Ways #2348) The school culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (Wise Ways #2352) All school personnel actively model and foster a positive school environment where students feel valued and are challenged to be engaged and grow cognitively. (Wise Ways #2346)					
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:
Tier II and Tier III PBIS Team will study Executive Function skills and develop professional development for the staff	May 2019	Tier II Team	School	0	N/A
Teachers will receive training in the executive function strategies to help students with ADHD and other social emotional needs.	May 2019	Principal and Tier II/III Team	School	TBD	TBD
Through a partnership with Dundee-Crown, targeted intermediate boys will be mentored through the Men of Distinction program.	May 2018	Principal and Social Worker	None	\$2000	Building
A group of targeted intermediate girls will participate in a social emotional boosting enrichment group, "Golden Girls."	May 2018	Principal and Social Worker	None	\$1500	Building
Implement Restorative Practices throughout the school to prevent and address discipline and small conflict concerns.	May 2018	Administrative Team, Tier II/III Team, Restorative Practices Book Study, Social Worker	School	0	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
DESSA results, referrals to the office, sign in sheets and agendas for staff meetings, School-Wide PBIS Tiered Fidelity Inventory.					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	Benchmark 3 (Define date)		
5 Essentials Survey 2015 Less Implementation (Score of 24)	5 Essentials Survey 2017 Less Implementation (Score of 44 or more)	5 Essentials Survey 2018 Average Implementation (Score of 54 or more)	5 Essentials Survey 2019 More Implementation (Score of 70 or more)		

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Goal #5: Academic Progress					
SIP Goal #5a: ELA (Reading) SMART Goal:					
<p>Golfview Elementary School will increase the percentage of students meeting or exceeding on the PARCC ELA assessment in all subgroups from 10% in 2016-2017 towards the District average of 33% by 2019. In the 2016-17 school year, 10% of students were proficient. In the 2017-18 school year, this increase will be 13% (23%) and in the 2018-2019 school year, this increase will be at least 10% for an overall growth of at least 33% by the end of the year period.</p>					
Target Group or Subgroup:					
<p>IEP: 0% (2016) to 0% (2017) to 15% (2018) to 33%(2019) LEP:4 % (2016) to 4% (2017) to 18 % (2018) to 33% (2019) Hispanic:4 % (2016) to 4% (2017) to 18% (2018) to 33% (2019) Other: 1% (2016) to 0% (2017) to 15% (2018) to 33% (2019) Low Income: 14% (2016) to 10% (2017) to 23% (2018) to 33% (2019)</p>					
Rationale/Research: (Wiseways or other)					
<p>Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways #1061) Instructional Teams use student learning data to plan instruction. (Wise Ways #1060) Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (Wise Ways #1057) Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (Wise Ways #1062)</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:
Grade level Professional Learning Communities will utilize a data protocol to analyze formative assessment data and make instructional grouping decisions (Reteach & Enrich).	October 2018	Administration, Instructional Coach and grade levels	School	0	N/A
Students will set goals and track their learning using student-managed data binders.	May 2018	SIP Leadership Team and grade levels	School	0	N/A
Students in the lowest quartile in their language of instruction will be targeted for reading interventions in their language of instruction.	September 2017	Instructional Coach, Literacy teacher, Interventionists, and classroom teachers	School	0	N/A
Interventionists and/or classroom teachers will meet with families of students in the lowest quartile to increase their understanding of their child's academic performance and to give families a plan for helping their child at home.	November 2017	Interventionists and/or classroom teachers	School		School
After each i-Ready benchmark, the Response to Intervention (RTI) Team will assess student need	September 2017 - ongoing	Literacy Teacher, RTI Team, Interventionists,	School.	0	N/A

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and resulting placement in Tier II and Tier III reading interventions by monitoring for expected growth.		and Grade Level Teams			
In collaboration with the district Director of Literacy, the literacy team and classroom teachers will implement Drive 300's Vocabulary Framework to focus on Tier 1, Tier 2 and Tier 3 academic vocabulary plan for core content areas.	May 2018	Instructional Coach, Literacy Teacher, Administration, and Grade Levels	School	0	Building
Grade level Professional Learning Communities will use i-Ready instructional grouping profiles, I-Station data, and core assessments differentiate core instructional decisions to fill gaps in student learning.	November 2017	Instructional Coach, Literacy Teacher, Interventionists, Administration, and Grade Levels	School	0	N/A
Literacy interventionists will work with classroom teachers to increase academic performance of students in the lowest quartile in reading.	May 2018	Literacy Interventionists	School	0	N/A
Teachers will increase the use of ESL strategies to develop L2 in our ELL students	May 2018	Administration, Instructional Coach, Teacher Leaders, and Teachers	School	0	N/A
Teachers will implement Dual Language strategies and components into their lessons and routines.	May 2018	Administration, Title 1 Coordinators, and teachers	Title III	\$7900	District-Title III and Building Sub Budget
Teachers will implement the D300 Drive's Costas and Rigor and Relevance Framework.	May 2018	Administration and Teachers	School	0	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Grade level Professional Learning Communities meeting agendas and minutes, informal walk-throughs, formal observations, student data binders, i-Ready data, I Station data, PARCC data, Wonders and Maravillas Assessments					
Baseline Data	Benchmark 1 2016-2017	Benchmark 2 2017-2018	Benchmark 3 2018-2019		
PARCC 2016 14% meeting and exceeding	PARCC 2017 10% meeting and exceeding	PARCC 2018 23% meeting and exceeding	PARCC 2019 33% meeting and exceeding		

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Goal #5: Academic Progress					
SIP Goal #5a: <i>ELA (Writing)</i> SMART Goal:					
<p>Golfview Elementary School will increase the percentage of students meeting or exceeding on the PARCC writing assessment in all subgroups from 18% in 2016 to the District average of 29% by 2019. In the 2016-17 school year, the increase was 1% to 19% meeting & exceeding. In the 2017-18 school year, this increase will be an additional 4%: and finally, in the 2018-19 school year, this increase will be at least 6% for an overall growth of at least 11% by the end of this three year period.</p>					
Target Group or Subgroup:					
<p>IEP: 0% (2016) to 0% (2017) to 18% (2018) to 29% (2019) LEP: 21% (2016) to 17% (2017) to 23% (2018) to 29% (2019) Hispanic: 21% (2016) to 17 % (2017) to 23% (2018) to 29% (2019) Low Income: 20% (2016) to 20% (2017) to 21% (2018) to 29% (2019)</p>					
Rationale/Research: (Wiseways or other)					
<p>Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways #1061) Instructional Teams use student learning data to plan instruction. (Wise Ways #1060) Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (Wise Ways #1057) Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (Wise Ways #1062)</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:
Grade level Professional Learning Communities will utilize a district writing rubric protocol to analyze student work.	October 2017	Administration, Instructional Coach and grade levels	School	0	N/A
Quality feedback will be provided through student (peer) and teacher conferencing based on the district writing rubric to increase proficiency.	May 2018	Administration, Instructional Coach, Teachers, and Director of Literacy	School	0	N/A
Pre-teach priority standards and academic vocabulary as they align with each unit of writing.	May 2018	Grade Levels and Classroom Teachers	School	0	N/A
Teachers will implement the D300 Drive's Costas and Rigor and Relevance Framework.	May 2018	Administration and Teachers	School	0	N/A
Teacher will receive professional development on a common writing framework that will be utilized in written response to text and short response content areas, including regular use in	Ongoing through May 2019	Administration, Instructional Coach, Teachers, and Director of Literacy	School	0	N/A

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reading small group instruction.				
The second (2nd) common writing assessment in Units 2 and Unit 3 (scored with the common district rubric) will be implemented in Google Docs and teachers will give digital feedback.	January 2018	Administration, Instructional Coach, Teachers, and Director of Literacy	School	0 N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?				
Grade level Professional Learning Communities meeting agendas and minutes, informal walk-throughs, formal observations, student work, teacher feedback to students, inter-rater reliability, scoring writing during PLCs, etc.				
Baseline Data	Benchmark 1 (2016-2017)	Benchmark 2 (2017-2018)	Benchmark 3 (2018-2019)	
PARCC 2016 18% meeting or exceeding	PARCC 2017 19% meeting and exceeding	PARCC 2018 24% meeting and exceeding	PARCC 2019 29% meeting and exceeding	

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Goal #5: Academic Progress					
SIP Goal #5c: Mathematics SMART Goal:					
<p>Golfview Elementary School will increase the percentage of students meeting or exceeding on the PARCC Mathematics assessment in all subgroups from 11% in 2016-2017 to the District average of 38% by 2019. In the 2016-2017 school year, 11% of students were meeting or exceeding standards; 2017-18 school year, this increase will be an additional 17%; in the 2018-19 school year, this increase will be an additional 10%, for an overall growth of at least 27% by the end of the three year period.</p>					
Target Group or Subgroup:					
<p>IEP: 0% (2016) to 0% (2017) to 20% (2018) to 38% (2019) LEP: 6% (2016) to 6% (2017) to 22% (2018) to 38% (2019) Hispanic: 16% (2016) to 17% (2017) to 29% (2018) to 38% (2019) Low Income: 16% (2016) to 17% (2017) to 29% (2018) to 38% (2019)</p>					
Rationale/Research: (Wiseways or other)					
<p>Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways #1061) Instructional Teams use student learning data to plan instruction. (Wise Ways #1060) Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (Wise Ways #1057) Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (Wise Ways #1062)</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:
Grade level Professional Learning Communities will utilize a data protocol to analyze common formative assessment data and make instructional grouping decisions. Reteach and Enrichment lessons and activities will be used. (Reteach & Enrich).	October 2017	Classroom Teachers and Math Interventionist	None	0	N/A
Grade level Professional Learning Communities will use i-Ready and core assessments to differentiate core instructional grouping decisions to fill gaps in student learning.	November 2017	Classroom Teachers and Math Interventionist	None	0	N/A
Students will set goals and track their learning using student-managed data binders.	May 2018	SIP Team and Classroom Teachers	Building	0	N/A
Grade level Professional Learning Communities	October 2017	Math Coach	None	0	N/A

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will increase implementation of Mathematical Practices and Math Talk (speaker and listener - viable arguments) within daily core classroom instruction.					
Classroom teachers will post strategy posters and/or anchor charts reflective of each unit and week of instruction.	January 2019	Math Coach and Classroom Teachers	None	0	N/A
Grade level Professional Learning Communities will increase implementation of the intentional use of math manipulatives for each instructional unit.	May 2018	Math Coach, Math Interventionist, Classroom Teachers, Principal, Assistant Principal	Building	0	N/A
Math interventionist will work with classroom teachers to increase academic performance of students in the lowest quartile in math.	May 2018	Math Coach, Math Interventionist, and Grade Levels	Building	0	N/A
Dual Language teachers will utilize Bridging Lessons during math instruction.	May 2018	Classroom Teachers	0	0	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Observations, Data binders, Professional Learning Communities reporting form, informal walk-throughs, formal observations, i-Ready data, Math Expressions, PARCC data					

Baseline Data	Benchmark 1 2016-2017	Benchmark 2 2017-2018	Benchmark 3 2018-2019
PARCC 2016 14% Meeting and Exceeding	PARCC 2017 11% Meeting and Exceeding	PARCC 2018 28% Meeting and Exceeding	PARCC 2019 38% Meeting and Exceeding

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Goal #5: Academic Progress					
SIP Goal #5c: <i>Science</i> SMART Goal:					
By the end of 2018-2019 school year, Golfview 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 overall growth of at least 10% by the end of this three year period.					
Target Group or Subgroup:					
5th Grade					
Rationale/Research: (Wiseways or other)					
Units of Instruction will include specific learning activities aligned to objectives. (Wise Ways #1083) Instructional Teams use student learning data to plan instruction. (Wise Ways #1060)					
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:
In Spring 2018, teachers will receive professional development for the Discovery Education Science Program.	May 2018	D300 Science Director, Principal, and Teachers	District	TBD	N/A
Teachers will use non-fiction text through Wonders/Maravillas at least once per unit.	Ongoing through May 2018	Administrators and Classroom Teachers	Building	0	N/A
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Observations, Professional Learning Communities discussions/minutes, informal walk-throughs, etc.					

Baseline Data	Benchmark 1 2016-2017	Benchmark 2 2017-2018	Benchmark 3 2018-2019