

## Community Consolidated School District 89 2022-23 School Improvement Plan

### GOAL 1: Climate & Culture

Aligned to Strategic Plan Goal for Social-Emotional Development & Community Engagement



Increase student, staff and family engagement and belonging in the school community as measured by participation in activities, attendance at events, growth in 5 essential survey data and feedback from families, students and teachers.

### Climate & Culture Action Plan

	<p>How will you meet the goal? Identify the strategies that will be used to reach the goal</p> <p>How are we providing multiple means of engagement? How are we providing multiple means of representation? How are we providing multiple means of action and expression? <a href="#">Universal Design for Learning</a> <b>What is UDL?</b></p>	<p>Who is accountable? Staff who will work toward the strategy (ie: Admin, K-5 teachers, EL, Intervention, Enrichment, SW)</p>	<p>Timeline</p>	<p>Evidence of Progress What data will reflect the goal is being met? Link in curricular and district assessment data summaries, agendas, PD slides, documents or folders that support progress toward the goal</p>
<p>Strategy and action steps for every single student</p>	<p>Regular visits and feedback from building administration</p>	<p>Principal</p>	<p>All year</p>	<p><i>5 Essentials data Evidence of feedback immediately following classroom visits.</i></p>
	<p>Consistency of MTSS process</p>	<p>Principal and SIT Team</p>	<p>All year</p>	<p><i>Embrace documentation</i></p>
	<p>Common understanding of shared management situations - pick-up/drop-off specials, lunch, hallway, end of day, etc.</p>	<p>SIT All Staff</p>	<p>August implement  Expectation review in January  Practice regularly</p>	<p><i>Use referral data to measure success 5 essential data</i></p>
	<p>Observe Me - shared format for teachers to ask for teachers to observe others in the building</p>	<p>All staff</p>	<p>Beginning trimester 1, practice all year</p>	<p><i>Staff sharing at staff meetings (add to agenda when we do shout outs?) Shared area for teacher signup</i></p>

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	Add a family liaison to SIT team	Principal	Before second SIT meeting	<i>SIT agendas</i>
	After building trust, intentionally find out what is the safest place/person for them at the school and building those relationships	All staff	Within first 8 weeks of school	<i>5 Essentials Data Teacher present in and outside of school events and responsibilities</i>
	Help kids build self-regulation	Coaches and classroom teachers  Social Worker w/SEL Lesson?	All year	<i>Check in and check out Classroom observation/anecdotal notes Discipline Data (referrals) Monthly themes provided by SEL team Bi-monthly Buddy meetings</i>
	Use Responsive Classroom strategies and restorative practices to build trust and belonging in school  Bring back family meetings (use responsive classroom methodology and include activities/helping)	All staff SEL Team	All year	<i>Daily Morning Meetings Discipline Data PD (CASE Matt Epperley)</i>
	Parent data night - teaching families how to read and use the data coming home, include math game for students	SIT and principal  Parent Data Night Committee made up of teachers	Fall	<i>Participation in activities/data</i>
	Use of questions about belonging for both staff (opening day) and students (class meetings) <ul style="list-style-type: none"> <li>● What does belonging look like/feel like?</li> <li>● How do we know?</li> </ul>	Principal, Classroom teachers and Students	Fall	<i>Survey Data from all staff Anecdotal responses from students and observations</i>
	AV staff school climate/culture check-in's	SEL Committee or Social Committee  All staff	All Year	<i>SEL or Social Committee agenda notes</i>
	Build staff belonging through informal outside of school events, intentional greetings to each other, being intentional about checking in with each other	SEL Committee Social Committee	All Year	<i>SEL or Social Committee agenda notes</i>

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	Grade levels will create an opportunity for parents to engage/visit the classroom <i>during the school day</i> - mystery readers, wax museum, state fair, etc.	Classroom teachers with support from specialists as needed	At least one event/activity per year	<i>Parent participation and attendance</i>
For students in Tiers 2 & 3	Reaching out to staff who are not engaging at the same level	Social Committee  All staff	All Year	Face to Face contact and/or other forms of communication to check in
	Professional Development: Use family liaison to help staff learn how to best work with families to build trust and better belonging in school	Principal and coaches  Members of PD Committee	All Year	More engaged families in various school events
	Work with social worker to support students who are anxious about school	Social Worker  All staff  Student's trusted adult	All Year	Students attendance increases BESS data Attendance data

## Community Consolidated School District 89 2022-23 School Improvement Plan

### GOAL 2: Reading

Aligned to Strategic Plan Goal for Academic Success



- 85% of students will be above the 40th percentile in reading
- 90% of students in the 1st and 2nd quintiles will exceed their growth target in reading

### Reading Action Plan

	How will you meet the goal? Identify the strategies that will be used to reach the goal  How are we providing multiple means of engagement? How are we providing multiple means of representation? How are we providing multiple means of action and expression? <a href="#">Universal Design for Learning</a> <a href="#">What is UDL?</a>	Who is accountable? Staff who will work toward the strategy (ie: Admin, K-5 teachers, EL, Intervention, Enrichment, SW)	Timeline	Evidence of Progress What data will reflect the goal is being met? Link in curricular and district assessment data summaries, agendas, PD slides, documents or folders that support progress toward the goal
Strategy and action steps for every single student	Develop writing stamina within content areas across all grade levels, utilizing IAR type tasks or responses from other subject areas (specials teachers can give ideas to classroom teacher to implement in the classroom)	Classroom teachers, specials teachers, coaches	Winter	IAR data
	Determine a common response system (CER/RACE) within multiple content areas	Grades 3 - 5 classroom teachers and coaches	Fall	Grades 3-5 Teachers meet to determine common response system for written response to content
	Practice analyzing and comparing multi-modal texts (videos, articles, chapters of book, etc.)	Grades 3 - 5 classroom teachers	Fall	IAR data, MAP data
	Staff are intentional in their teaching of academic vocabulary and helping students to be flexible with understanding multiple strategies for the same words	All staff	All Year	IAR data, MAP data, classroom walkthroughs demonstrate vocabulary is posted and students interact with content on a regular basis
	Kindergarten - push-in support at the beginning of the year	Interventionists and principal	Fall	Set rotation schedule and data collection (AImS Web, F&P)

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	Utilizing the time given during PLC and MTSS to align instruction, differentiate and maximize supports for students	Classroom teachers, specialists	All Year	PLC Agendas, discussion and planning agendas, problem solving meeting follow up
	Focus and evaluate the use of guided reading time to build stamina and engagement (through a UDL area of sustaining effort and persistence)	Classroom teachers with support from specialists as needed	All Year (Fall Focus)	MAP data, F & P data, daily schedule with guided reading built in, reflection in 90 min agendas
	Review vertical articulation of power standards across grade levels (use Achieve the Core, STEP and Bubble Maps)	Principal and classroom teachers	Fall	PLC agenda documentation
	Read Across Arbor View Week	Librarian Classroom teachers Interventionists Principal	Feb 27 - March 2	Student and teacher feedback and observations Reading engagement
For students in Tiers 2 & 3	Grades 1, 2 and 3 -additional intervention support with a mix of push in and pull out services	Coaches and Interventionists	All Year	Embrace database
	Partner with instructional resource supports (coaches, UDL specialist, etc.) to ensure and support alignment between classroom curriculum and interventions to support students (bridging approach using a coach!)	Classroom teachers, EL, coaches and interventionists	All Year	Data ( MAP data, F & P data, Aims)

## Community Consolidated School District 89 2022-23 School Improvement Plan

### GOAL 3: Math

Aligned to Strategic Plan Goal for Academic Success



- 85% of students will be above the 40th percentile in math
- 90% of students in the 1st and 2nd quintiles will exceed their growth target in math

### Math Action Plan

	<p>How will you meet the goal? Identify the strategies that will be used to reach the goal</p> <p>How are we providing multiple means of engagement? How are we providing multiple means of representation? How are we providing multiple means of action and expression? <a href="#">Universal Design for Learning</a> <a href="#">What is UDL?</a></p>	<p>Who is accountable? Staff who will work toward the strategy (ie: Admin, K-5 teachers, EL, Intervention, Enrichment, SW)</p>	<p>Timeline</p>	<p>Evidence of Progress What data will reflect the goal is being met? Link in curricular and district assessment data summaries, agendas, PD slides, documents or folders that support progress toward the goal</p>
<p>Strategy and action steps for every single student</p>	<p>Build a school math culture with multiple means of representation - Fun Fact Friday, aide lanyard, math posters from Bridges, etc.</p> <p>Math night games happening during Data Night</p>	<p>Principal and staff</p>	<p>All year</p>	<p><i>Documentation of strategies used</i></p>
	<p>All grade levels consistently implement Number Corner with fidelity -K-2 implement using hands-on materials provided</p> <p>Partner with instructional resource supports (coaches, UDL specialist, etc.) to ensure and support alignment between classroom curriculum and interventions to support students</p>	<p>Classroom teachers</p> <p>Instructional resource supports</p>	<p>All year</p>	<p><i>MAP Scores</i></p>
	<p>Staff are intentional in their teaching of content vocabulary and helping students to be flexible with understanding multiple strategies for the same</p>	<p>All staff</p>	<p>All year</p>	<p><i>Classroom, IAR and MAP data</i></p>

## Community Consolidated School District 89 2022-23 School Improvement Plan

	words			
	Implement Number Corner Check-up Assessments in the classroom to be used for classroom data and to inform intervention	Classroom teachers	4 x a year as instructed by Bridges	<i>Number Corner Check-Up Assessment data summary</i>
	Utilizing the PLC and MTSS times to align instruction, differentiate and maximize supports for students	Classroom teachers, specialists and administrators	All year	<i>Embrace documentation</i>
For students in Tiers 2 & 3	Grades 1, 2 and 3 -additional intervention support with a mix of push in and pull out services	Coaches and Interventionists	All year	<i>Embrace documentation</i>

### Trimester Data Review & Reflection

Toward the end of each trimester. School Improvement Teams will gather to review school data, reflect on progress toward improvement goals, add evidence of progress, and make any adjustments to the Action Plan.

Early November School Improvement Teams	Trimester 1 Review & Reflection
	November: SIP progress report during faculty meetings
December District Check In	
February School Improvement Teams	Trimester 2 Review & Reflection



## Community Consolidated School District 89

### *2022-23 School Improvement Plan*

May School Improvement Teams	Trimester 3 Review & Reflection
August 2023 District Check In	Data Retreat - overview of SY22-23