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

	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? Universal Design for Learning **What is UDL?**	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 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	Teaching universal expectations through Responsive Classroom approach: ● Ensure understanding and interpretation of all expectations by all staff. ● Focus on climate/culture first week, no new instruction: ○ Social skills ○ Interactive modeling ○ Relationships ○ Team building ○ First week assembly ● Increase student recognition and celebrations: ○ Assemblies, Fabulous Awards, student leadership opportunities, school spirit ○ Showcasing student work ● Review expectations throughout the year. ● Intentional focus on team building throughout the year.	All GC faculty	Beginning of the year through first trimester All year	Expectations teaching materials Visuals in classrooms, common areas Monthly discipline data reports to be reviewed by SEL committee and shared with grade level teams Building Norms and Values Fabulous Award Spartan Spotlight Student Clubs: Student Leadership, Teen Advisory Board, Builder's Club

Utilize UDL guidelines for planning with a focus on engagement (7.2 & 7.3):
● Creating an accepting and supportive classroom environment
● Vary activities and sources of information so that they can be:
   ○ Personalized and contextualized to learners' lives
   ○ Culturally relevant and responsive
   ○ Socially relevant
● Facilitate personal coping skills and strategies:
   ○ Utilize real life situations or simulations to demonstrate coping skills (PRIDE, ACE)
   ○ Develop internal controls and coping skills (mindset) - Middle School self-regulation resources
	All staff	All year	Schoolwide discipline expectations tied to CASEL framework
			
			PRIDE Day Activities

Increase student participation in extracurricular clubs, sports and activities: ● Provide a variety of clubs for different interests throughout the year ● Promote activities and how to get involved during opening days of school ● Student leadership opportunities (student council, Principal's advisory group)	All staff	All year	Building calendar Extra duty list
Intentional focus on staff culture: ● Restorative circles to increase communication ● Sunshine committee ● Focus on gratitude ● Create opportunities for staff to observe each other	All staff	All year	Team norms Schedule of class visit opportunities Staff birthday recognition Utilization of instructional coach
Parent communication ● Mid and end of trimester curriculum updates ● How-to videos for Powerschool, Google Classroom	All teachers	6 times per year, mid-term and end of term	School newsletter Google classroom pages Embrace communication log

	● Utilize family liaisons ● Keep Google classroom and Powerschool updated			
For students in Tiers 2 & 3	Use flexible social groups to address personal coping skills and strategies.	Social workers, administrators, BCBA,	All year	
	Utilize the BESS, MTSS data to identify students who need additional Tier 2 and 3 support.	Social workers, counselor, psychologist	All year	Achievement and Access for All Guide MTSS framework
	Expand use of parent liaisons to work with Tier 2 and 3 students and families.	Parent liaisons	All year	

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? Universal Design for Learning **What is UDL?**	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	Utilize the PLC process to drive collaboration on student learning during department and grade level department meetings. ● Maintain PLC agendas on Glen Crest Drive	All teachers, instructional coach	All year	PLC documents
	Increase the use of a Balanced Literacy approach in all grade levels incorporating skill based lessons, small group strategy work, conferencing and student choice.	ELA teachers, instructional coach	September 14, 2022	Collaboration with GBS (9/14/22)
	Refocus on the ELA strategies for Social Studies and Science	SS, science teachers, instructional coach	September 2022	DBQ/CEAs Gizmo ELA for Social Studies standards link: http://www.corestandards.org/ELA-Literacy/RH/6-8/ ELA for science standards link: http://www.corestandards.org/ELA-Literacy/RST/6-8/

	Utilize UDL guidelines for planning with a focus on engagement (7.2 & 7.3): ● Provide tasks that allow for active participation, exploration and experimentation ● Invite personal response, evaluation and self-reflection to content and activities ● Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways ● Involve all participants in class discussions	All teachers	All year	CAST UDL Guidelines PLC documents MAP data review and Tier 2 strategy identification
For students in Tiers 2 & 3	Utilize MTSS process to identify students who need additional support. ● Work with grade level teams to create Tier 2 action plans to support students ● Create a schedule for check-ins for Tier 2 action plans	All staff	First trimester	Tier 2 action plans Access and Achievement for All Guide Embrace logs
	Partner with instructional resource support (interventionist, coaches, UDL specialist, EL teacher) to ensure and support alignment between classroom curriculum and interventions to support students	All staff	After MAP administration and every six weeks after that.	Progress reports every 6-8 weeks between interventionists and reg ed teachers Team Agendas
	Schedule time with each grade level team to discuss the progress of tier 3 students every 6-8 weeks.	All teachers/team leaders	All year	MTSS Calendar

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

	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? Universal Design for Learning **What is UDL?**	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	Utilize the PLC process to drive collaboration on student learning during department and grade level department meetings.	All teachers	All year	PLC documents
	Utilize UDL guidelines for planning with a focus on engagement (7.2 & 7.3): - Provide tasks that allow for active participation, exploration and experimentation - Invite personal response, evaluation and self-reflection to content and activities - Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways - Involve all participants in class discussions	All teachers	First trimester	PLC Documents CAST UDL Guidelines
	Within each unit, students will engage in student-led problem-solving activities which include complex	Math department	All year	

	multi-step problem solving opportunities.			
	Basic math vocabulary word wall poster for all classrooms	All classrooms		Math word wall
For students in Tiers 2 & 3	Implement and use intervention resources based on skill progressions for use in all grade levels. Include a progress monitoring component.	Math department, instructional coach	All year	Aligned materials, progress monitoring system
	Utilize MTSS process to identify students who need additional support: ● Work with grade level teams to create Tier 2 action plans to support students ● Create a schedule for check-ins for Tier 2 action plans	All teachers		MAP scores, common assessments
	Partner with instructional resource support (interventionist, coaches, UDL specialist, EL teacher) to ensure and support alignment between classroom curriculum and interventions to support students.	All teachers		Progress reports every 6-8 weeks between interventionists and reg ed teachers Team Agendas
	Schedule time with each grade level team to discuss the progress of tier 3 students every 6-8 weeks.	All teachers/team leaders	Every 6-8 weeks	Team Agenda

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	

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District Check In	
February School Improvement Teams	Trimester 2 Review & Reflection
May School Improvement Teams	Trimester 3 Review & Reflection
August 2023 District Check In	Data Retreat - overview of SY22-23