

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 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	School-wide behavioral expectations and systems for responding to behaviors will be explicitly taught through rotations, and revisited throughout the year	K-5 Teacher, Specialists	2-3 times a year	Staff feedback. referrals
	Daily classroom or school wide morning meetings including Restorative Practices	K-5 Teachers	Daily	Positivity throughout the school
	Monthly character themes: <ul style="list-style-type: none"> - Morning meetings - Book selections - Parent involvement - Student leader involvement - Service project (related to theme) 	All staff	Monthly	Bess results
	Class buddies <ul style="list-style-type: none"> - Grade levels - With new students - With SPAC classroom 	All staff	All year	Bess (feeling of belonging)
	Hold school-wide celebrations and events to encourage school unity and engagement	SEL team	Ongoing	

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	Grade level showcases	K-5 teachers, specialists	Once a year	Grade level events
	Encourage parent volunteers in the school and classroom (classroom helpers, Watchdogs, etc.)	Principal, teachers	Ongoing	Attendance, parent volunteer numbers
	Sending home family/academic ways to support or engage families at home through bi weekly communication with families	K-5 teachers, specialists	Ongoing	Attendance of families at school events and parent feedback on Five Essentials
	Staff modeling/team building, observing colleagues	All staff	Ongoing	5 essentials data
For students in Tiers 2 & 3	Utilize family liaison to reach out to new families and those needing additional support	Student services team, parent liaisons	When needed and beginning of the year	
	Intentional connections with staff members aside from their regular teacher- staff buddies for students who could use a check in	All staff	Ongoing	
	BESS (Behavior and Emotional Screening System), grades 3-5	grades 3-5 staff and Social Work	2x year	Bess data
	Social work groups including outside social work opportunities	Social Work	Ongoing	Group data

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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	Ensuring effective guided reading with the grade level teacher <ul style="list-style-type: none"> - Groups at students' instructional level - Word work/phonics - Sight words - Vocabulary work - Supported reading of the text - Discussion of text meaning - Written response - Student led reading groups for above grade level students - Independent work is differentiated 	K-5 teachers, admin, instructional coach	Start by...October 1	F & P and/ or MAP reading fluency data Running records within groups Formative assessments
	Students have access to grade level content through grade level instruction; universally designing mini-lessons	K-5 teachers, specialists	Ongoing	Classroom summative assessments
	Goal setting & conferencing with students	K-5 teachers, specialists	Ongoing	Class, small group or individual goals Conferring notes Data folders/portfolios

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	Intentionality & UDL when planning centers - Independent reading tools- implement "Access" - Effective & appropriate activities for center times	K-5 teachers, specialists	Ongoing	Student awareness of center expectations & intellectual engagement in the activities Planning and collaboration
	Implementing written response strategies	K-5 teachers, specialists	Ongoing	Writing prompt benchmarks
	Collaboration with specialists and coach around instructional practices, standards and student progress	K-5 teachers, specialists, instructional coach	Ongoing	MTSS documentation, Tuesday meetings
	Prioritize the use of formative assessments to drive instructional decisions	K-5 teachers, specialists, instructional coach	Ongoing	Formative assessments Collaboration meetings around student data
For students in Tiers 2 & 3	Intervention PD to address tier 2 instruction within Guided Reading groups in the classroom ● Scholastic short reads ● Lexia	Specialists, instructional coach		Collaboration meetings Staff meetings PD needed
	Aides able to support a broader group of students or provide additional interventions to individual students	Specialists, admin, aides		PD needed
	Intervention small groups	Specialists, aides	Ongoing	AimsWeb progress monitoring data (LNF/LSF, NWF, ORF*), MAP reading fluency, running records, Sonday Mastery Checks

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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? Universal Design for Learning What is UDL?</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>Universally designed implementation using Bridges as a core resource</p>	<p>K-5 teachers, instructional coach</p>	<p>Ongoing</p>	<p>Bridges common assessments</p>
	<p>Daily fidelity to Number Corner</p>	<p>K-5 teachers, instructional coach</p>	<p>Ongoing</p>	<p>Number Corner benchmark assessments</p>
	<p>Assisting families in supporting students' math learning at home:</p> <ul style="list-style-type: none"> - communicating unit overviews - sending home tools for families to support skill building 	<p>K-5 teachers</p>	<p>Each unit</p>	<p>Family unit overview</p> <p>Family newsletter</p>
	<p>Collaboration with specialists and coach around instructional practices, standards and student progress</p>	<p>K-5 teachers, specialists, instructional coach</p>	<p>Ongoing</p>	<p>MTSS documentation, Tuesday meetings</p>
	<p>Prioritize the use of formative assessments to drive instructional decisions</p>	<p>K-5 teachers, specialists, instructional coach</p>	<p>Ongoing</p>	<p>Bridges and teacher created formative assessment data Formative assessments Collaboration meetings around student data</p>

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For students in Tiers 2 & 3	Guided math/stations, or differentiated grouping across the grade level (sharing students) <ul style="list-style-type: none"> - Reteach/pre-teach - Teach vocabulary - Build foundational skills 	K-5 teachers, aides, specialist, instructional coaches	Ongoing	Formative assessments
	Supplemental resources: ST math, Freckle			
	Intervention small groups and push in supports	Specialists, aides	Ongoing	AimsWeb progress monitoring, Bridges intervention progress monitoring (end of module checkpoints), classroom assessments
	Intervention PD to address tier 2 instruction within Guided math groups in the classroom	Specialists, instructional coach		Collaboration meetings Staff meetings PD needed

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
May School Improvement Teams	Trimester 3 Review & Reflection



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August 2023
District Check In

Data Retreat - overview of SY22-23