

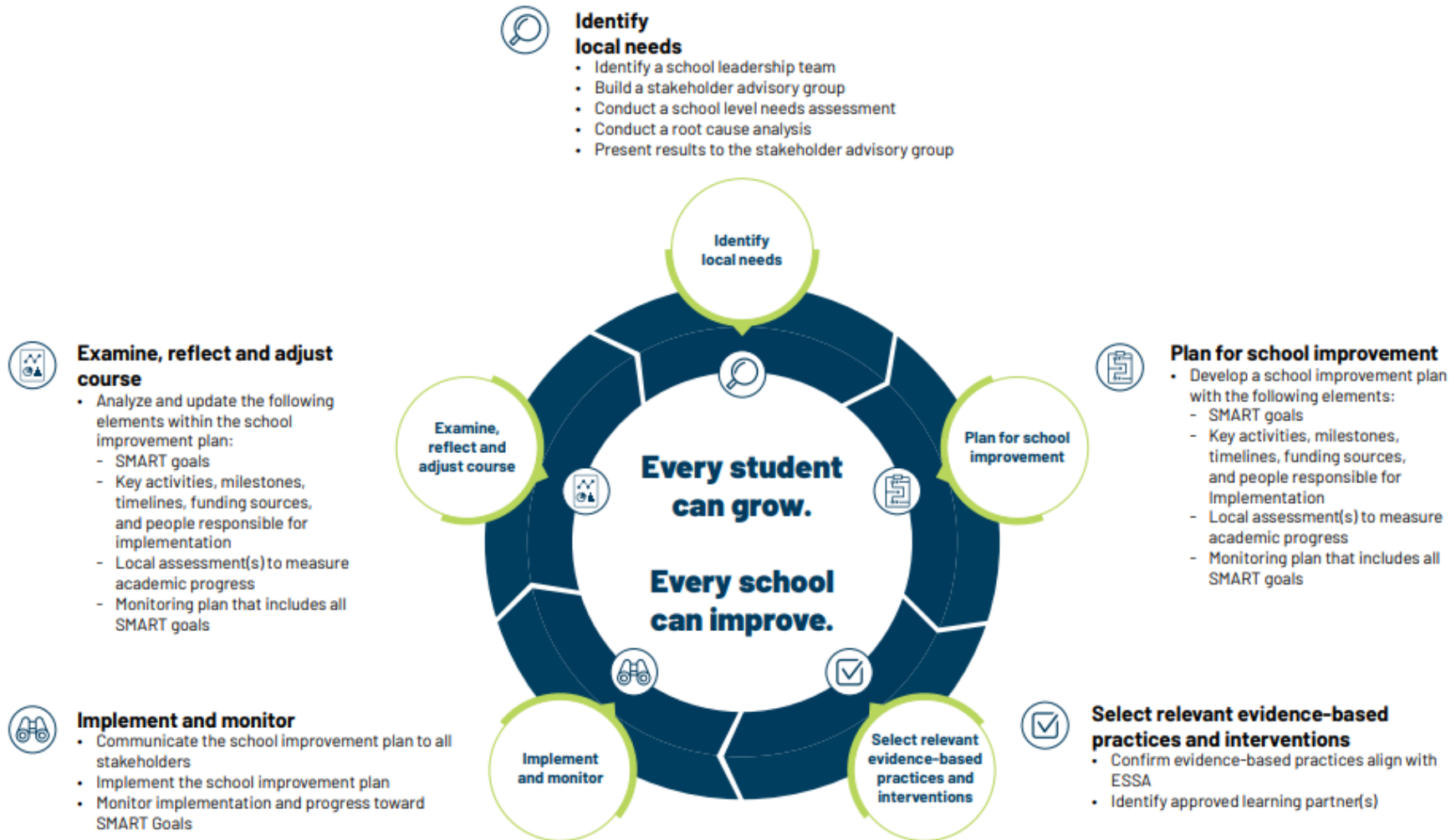
School:	Riverside Elementary School
Year:	2023-2024
Date Completed:	May 25, 2023
School Board Approval Date:	July 2023

School Improvement Planning Team	
Name	Title/Role
Mary B.	Principal
Eileen K.	Reading Coach
Carlton S.	Team Lead (2nd)
LaTonya L.	Team Lead (Sp Ed)
Ursula G.	Asst. Principal
James T.	Math Coach
Adrienne V.	Team Lead (3rd)
Jennifer J.	Team Lead (5th)
Trevor C.	Team Lead (4th)

School Improvement Planning Team Members:

- School Administrators
- Grade Level/Content Area Reps
- TA/Paraprofessional Rep
- Specials Area Staff Rep
- Special Education Rep
- District Administration (Intensive Support and Improvement Status)

Illinois Continuous Improvement Process



This step is meant to focus on the IL School Designation(s).

DIRECTIONS: Complete the empty boxes below to Identify Local Needs and begin to Plan for School Improvement. See the School Improvement Plan examples provided. ([Elementary SIP example](#), [Middle School SIP example](#), and [High School SIP example](#))






School Designation	Report Card Year
Targeted	2023
Reason for Designation (e.g., CWD, all students, low income)	
Children with Disabilities	
What other data sources, besides state assessment results, do you have available that will help you analyze the root cause for this designation?	
STAR benchmark data, 5 Essentials, attendance data	
Based on the data source review, which areas should be a priority in this school improvement plan?	
Priority 1: Provide high-quality instruction and differentiation in the regular ed classroom for children with disabilities (IEPs and 504s).	
Priority 2: Revise the scheduling of special education minutes to ensure all students receive grade-level instruction in reading and math daily.	
Priority 3:	

The Importance of SMART Goals

What is a SMART goal and why is it important?

A goal is much more than simply saying that you want to learn about and/or improve on something; rather, it more specifically describes what you want to achieve. SMART goals for school improvement plans should be grounded in student outcomes - measures of what students know and are able to do. SMART goals, with their detailed structure, provide focus as well as a clear idea of what you want to achieve. This structure makes it easier to:

- plan relevant action steps/activities
- measure progress toward achieving the goal
- know when you have met your goal

	 SPECIFIC	 MEASURABLE	 ACHIEVABLE	 RELEVANT	 TIMEBOUND
Definition	When setting a goal, be specific, focused, and clear.	Use metrics to keep your plan on track and measure results.	Know how you will accomplish the goal and if you have the tools/skills needed.	Focus your goal so it aligns with the school and district vision/mission and larger, long-term goals.	Set a timeline for action items, benchmarks and deliverables.
Guiding questions	Answer the "W" questions: <ul style="list-style-type: none"> • Who should be involved? • What do we want to accomplish? • When do we want to accomplish the goal? • Where will the goal have an impact? (school, grade level, department) • Why do we want to accomplish the goal? • Which requirements or constraints could influence the goal? 	How much? How will I know when it is accomplished? What are indicators of progress?	What steps are necessary to achieve the goal? What steps to take, in what order, on what timeline and involving whom?	Why is this goal important to our students and school? Will achieving this goal help our students and school? Does this match our identified need? How will this goal contribute toward our long-term goals? Does this goal align with the district and other school goals?	Does my goal have a deadline? What is the timeline to achieve this goal?

Below are examples of SMART goals that pertain to improving student academic and non-academic outcomes.

SMART Goal Focus	SMART Goal Examples	
English Language Arts (ELA)	The elementary school will increase the percentage of students scoring in the "On Grade Level" range from 16% of students on the spring 2023 benchmark to 45% of students on the spring 2024 benchmark as reported by the i-Ready Diagnostic Results report for reading.	By May of 2024, 35% of all middle schools students will score at or above the 60th percentile on the spring Fastbridge reading assessment.
Math	Middle school students scoring at or above the 61st percentile in math will increase by 5% from fall 2023 to spring 2024 as calculated using the Fastbridge grade level report.	Based on STAR benchmarking data, the total number of students in Grades 2-5 scoring in the high-average or high-performance bands for math will increase from a spring 2023 of 15% to a spring 2024 of 25%.
Chronic Absenteeism	90% of students will meet the expectation of at least 85% present for attendance each month as measured by monthly attendance data.	By spring 2024, we will decrease the number of students who are chronically truant by at least 5% as indicated by a December and May attendance report.
Children with Disabilities (CWD)	By the spring of 2024, 5% of students with disabilities will score at or above the 60th percentile as measured by Aimsweb Plus scores.	By the end of the 2023-24 school year, office discipline referrals for children with disabilities will decrease by 10% from the 2021-22 school year as monitored by referrals in the School-Wide Information System. (SWIS).
English Learners	By the spring of 2024, 70% of English learners will meet their growth targets in English proficiency, as measured by an interim English language proficiency assessment (e.g., WIDA MODEL or LAS Links).	By the spring of 2024, 80% of English learners will meet their Progress to Proficiency target as measured by ACCESS.
Former English Learners	By the spring of 2024, 100% of the former English learners will meet their growth targets as measured by STAR.	
Graduation Rate	Within the four years of their ninth-grade entry date, we will increase the graduation rate from 62% to 69%, as measured by the U.S. Department of Education's Adjusted Cohort Graduation Rate.	Within the four years of their ninth-grade entry date, increase by 15% the number of seniors that complete high school with a traditional diploma by June 2023 as measured by the U.S. Department of Education's Adjusted Cohort Graduation Rate.
9th Grade on Track	By the end of the 2023-2024 school year, 80% of first-time 9th grade students will have earned 5 or more credits without failing more than 0.5 credits in the core subjects.	

This step will help your team develop an action plan and identify key activities that will support your SMART goals.

DIRECTIONS: Complete the empty boxes for each goal below (and on the following pages) to support the implementation and monitoring of the selected key activities. See the School Improvement Plan examples provided. ([Elementary SIP example](#), [Middle School SIP example](#), and [High School SIP example](#))

GOAL #1

By the Spring of 2024, 75% of students in grades 2-5 will score at or above the 60th percentile as measured by STAR reading scores.

Action Plan

Key Activities – Focused on adult practices	By whom	By when
1. Professional learning to improve evidence-based and high-leverage practices for students with disabilities in all instructional settings. (Reading focus)	All staff, Curriculum Director, Special Education Director	Monthly during early release days or institute days
2. Implement one new high-leverage practice into classroom instruction each quarter. (Reading focus)	All staff	Introduce practices at Sept, Nov, Jan, and March institute dates.
3. Conduct learning walks (Literacy focus)	Principal, school leadership team, special education staff	Analyze data monthly to determine further professional learning needs.

What resources do you already have to support executing these key activities?

Twice-monthly early release days for school improvement work, weekly grade-level collaboration time, teacher institute days, core curriculum.

What (if any) additional expenses are associated with executing this action plan and addressing resource inequities? What funding source will cover these expenses?

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)
Stipends for SIP team	Ongoing	School Improvement Grant to start; local funds to take over
Professional learning to support implementation of new practices	Currently – short-term expense (this year) will determine future needs after this year	School Improvement Grant
Substitute teachers for release time	Ongoing	School Improvement Grant

What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)

Catalog of Resources and Supports from ISBE’s special education website: <https://www.isbe.net/Pages/Tier-Supports-Resources.aspx>

ISBE resource: Critical Components for Special Education Programming: <https://illinoiscriticalcomponents.com/tool>

This step will help your team monitor the implementation of key activities and progress toward SMART goals.

DIRECTIONS: Complete the empty boxes below, to help monitor progress towards your goal.

Essential Questions when monitoring the progress of Key Activities:

What does the data tell us about student success and areas of concern?

What does the data tell us about staff practice progress?

What are the needs of the staff and how do they need to be supported for success with the SMART goals?

Key Activity 1: Professional learning to improve evidence-based and high-leverage practices for students with disabilities in all instructional settings. (Focus: Providing scaffolded supports in Reading)

Key Activity 2: Implement one new high-leverage practice into classroom instruction each quarter. (Reading focus)

Key Activity 3: Conduct learning walks. (Reading focus)

Data Source(s)/Local Assessment(s) to monitor progress of key activity:

Key Activity 1: Beginning of the year survey to gauge understanding of scaffolded supports, walk-through data to identify use/misuse of scaffolded supports, and sign in sheets from PD provided to close gaps in adult understanding.

Key Activity 2: Local progress monitoring tools, walk-through data to monitor implementation of high-leverage practice into classroom instruction, STAR benchmark.

Key Activity 3: Beginning of year learning walks, by grade level and across grade levels, to determine what high-leverage practices exist in the building and how to build upon them. Repeat in October, December, February, and April with debriefing meetings after.

Frequency of Measure(s)	Person(s) Responsible for Updating Data
<p>Key Activity 1: Beginning of year - survey, monthly walk-throughs, and monthly PD.</p> <p>Key Activity 2: Bi-weekly progress monitoring, monthly walk-throughs, 3x year STAR</p> <p>Key Activity 3: 5 times per year.</p>	<p>Key Activity 1: Administrative Team, SLT</p> <p>Key Activity 2: SpEd team lead for progress monitoring, administrative team and SLT for walk-through data, reading coaches for STAR benchmarks.</p> <p>Key Activity 3: All instructional staff and administrative team.</p>

Observed Changes/Reflections – Add check-in lines as needed

<p>Key Activity 1 Check-ins</p>	<p>Date:</p> <p>Date:</p> <p>Date:</p>
<p>Key Activity 2 Check-ins</p>	<p>Date:</p> <p>Date:</p> <p>Date:</p>
<p>Key Activity 3 Check-Ins</p>	<p>Date:</p> <p>Date:</p> <p>Date:</p>

Do any additions/updates/adjustments need to be made to key activities for Goal #1?

This step will help your team develop an action plan and identify key activities that will support your SMART goals.

DIRECTIONS: Complete the empty boxes for each goal below (and on the following pages) to support the implementation and monitoring of the selected key activities. See the School Improvement Plan examples provided. ([Elementary SIP example](#), [Middle School SIP example](#), and [High School SIP example](#))

GOAL #2

By the Spring of 2024, 75% of students in grades 2-5 will score at or above the 60th percentile as measured by STAR Math scores.

Action Plan

Key Activities - Focused on adult practices	By whom	By when
Key Activity 1: Professional learning to improve evidence-based and high-leverage practices for students with disabilities in all instructional settings. (Focus: Providing scaffolded supports in Math)	All staff, Curriculum Director, Special Education Director	Monthly during early release days or institute days.
Key Activity 2: Implement one new high-leverage practice into classroom instruction each quarter. (Math focus)	All staff	Introduce practices at Sept, Nov, Jan, and March institute dates.
Key Activity 3: Conduct learning walks. (Mathematical practices focus)	Principal, school leadership team, special education staff	Analyze data monthly to determine further professional learning needs.

What resources do you already have to support executing these key activities?

Twice-monthly early release days for school improvement work, weekly grade-level collaboration time, teacher institute days, core curriculum.

What (if any) additional expenses are associated with executing this action plan and addressing resource inequities?

What funding source will cover these expenses?

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)
Stipends for SIP team	Ongoing	School Improvement Grant to start; local funds to take over
Professional learning to support implementation of new practices	Currently - short-term expense (this year) will determine future needs after this year	School Improvement Grant
Substitute teachers for release time	Ongoing	School Improvement Grant

What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)

Catalog of Resources and Supports from ISBE's special education website: <https://www.isbe.net/Pages/Tier-SupportsResources.aspx>

ISBE resource: Critical Components for Special Education Programming: <https://illinoiscriticalcomponents.com/tool>

This step will help your team monitor the implementation of key activities and progress toward SMART goals.

DIRECTIONS: Complete the empty boxes below, to help monitor progress towards your goal.

Essential Questions when monitoring the progress of Key Activities:

What does the data tell us about student success and areas of concern?

What does the data tell us about staff practice progress?

What are the needs of the staff and how do they need to be supported for success with the SMART goals?

Key Activity 1: Professional learning to improve evidence-based and high-leverage practices for students with disabilities in all instructional settings. (Focus: Providing scaffolded supports in Math)

Key Activity 2: Implement one new high-leverage practice into classroom instruction each quarter. (Math focus)

Key Activity 3: Conduct learning walks. (Mathematical practices focus)

Data Source(s)/Local Assessment(s):

Key Activity 1: Beginning of the year survey to gauge understanding of scaffolded supports, walk-through data to identify use/misuse of scaffolded supports, and sign in sheets from PD provided to close gaps in adult understanding.

Key Activity 2: Local progress monitoring tools, walk-through data to monitor implementation of high-leverage practice into classroom instruction, STAR benchmark.

Key Activity 3: Beginning of year learning walks, by grade level and across levels, to determine what high-leverage practices exist in the building and how to build upon them. Repeat in October, December, February, and April with debriefing meetings after.

Frequency of Measure(s)

Person(s) Responsible for Updating Data

Key Activity 1: Beginning of year, monthly walk-throughs, and monthly PD.

Key Activity 2: Bi-weekly progress monitoring, monthly walk-throughs, 3x year STAR

Key Activity 3: 5 times per year.

Key Activity 1: Administrative Team, SLT

Key Activity 2: SpEd team lead for progress monitoring, administrative team and SLT for walk-through data, math coaches for STAR benchmarks.

Key Activity 3: All instructional staff and administrative team.

Observed Changes/Reflections – Add check-in lines as needed

Key Activity 1 Check-ins

Date:

Date:

Date:

Key Activity 2 Check-ins

Date:

Date:

Date:

Key Activity 3 Check-Ins

Date:

Date:

Date:

Do any additions/updates/adjustments need to be made to key activities for Goal #2?

This step will help your team develop an action plan and identify key activities that will support your SMART goals.

DIRECTIONS: Complete the empty boxes for each goal/strategy below (and on the following pages) to support the implementation and monitoring of the selected strategies. See the School Improvement Plan examples provided. ([Elementary SIP example](#), [Middle School SIP example](#), and [High School SIP example](#))

GOAL #3 – OPTIONAL

Action Plan

Key Activities - Focused on adult practices	By whom	By when

What resources do you already have to support executing these key activities?

What (if any) additional expenses are associated with executing this action plan and addressing resource inequities? What funding source will cover these expenses?

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)

What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)

This step will help your team monitor the implementation of key activities and progress toward SMART goals.

DIRECTIONS: Complete the empty boxes below, to help monitor progress towards your goal.

Essential Questions when monitoring the progress of Key Activities:

What does the data tell us about student success and areas of concern?

What does the data tell us about staff practice progress?

What are the needs of the staff and how do they need to be supported for success with the SMART goals?

Key Activity 1:

Key Activity 2:

Key Activity 3:

Data Source(s)/Local Assessment(s):

Key Activity 1:

Key Activity 2:

Key Activity 3:

Frequency of Measure(s)

Person(s) Responsible for Updating Data

Key Activity 1:

Key Activity 1:

Key Activity 2:

Key Activity 2:

Key Activity 3:

Key Activity 3:

Observed Changes/Reflections – Add check-in lines as needed

Key Activity 1 Check-ins

Date:

Date:

Date:

Key Activity 2 Check-ins

Date:

Date:

Date:

Key Activity 3 Check-Ins

Date:

Date:

Date:

Do any additions/updates/adjustments need to be made to key activities for Goal #3?