

School Improvement Plan

School:	Meadowview Elementary School
Year:	2026-2027
Date Completed:	
School Board Approval Date:	

School Improvement Planning Team	
Name	Title/Role
Kelly Neylon	Principal
Jennifer Becker	Gifted Specialist
Joyous Cassidy	6th Grade Teacher
Kelly Drevalas	2nd Grade Teacher
Elizabeth Epley	3rd Grade Teacher
Katie Larson	Intermediate LBS
Erin Potter	Primary LBS
Catherine Soukup	Math & Reading Interventionist
Lauren White	Instructional Coach

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)

Statewide Framework for Success

CONTINUOUS SCHOOL IMPROVEMENT



isbe.net/Pages/School-Improvement-Plan.aspx
schoolimprovement@isbe.net

May 2025



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	2025-2026
Reason for Designation (e.g., CWD, all students, low income)	
Black/African American	
What other data sources, besides state assessment results, do you have available that will help you analyze the root cause of this designation?	
District Benchmark iReady data, absenteeism data, AIMSWeb data, 5Essentials, discipline data	
Based on the data source review, which areas should be a priority in this school improvement plan?	
Priority 1: Provide retrieval practice with feedback 2-3 times a week during Informational Units in ELA.	
Priority 2: Provide retrieval practice with feedback 3-5 times a week during Illustrative Mathematics Units.	
Priority 3: Promote regular student attendance through a building-wide attendance improvement plan.	

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 2024 benchmark to 45% of students on the spring 2025 benchmark as reported by the i-Ready Diagnostic Results report for reading.	By May of 2025, 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 2024 to spring 2025 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 2024 of 15% to a spring 2025 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 2025, 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 2025, 5% of students with disabilities will score at or above the 60th percentile as measured by Aimsweb Plus scores.	By the end of the 2024-25 school year, office discipline referrals for children with disabilities will decrease by 10% from the 2023-24 school year as monitored by referrals in the School-Wide Information System. (SWIS).
English Learners	By the spring of 2025, 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 2025, 80% of English learners will meet their Progress to Proficiency target as measured by ACCESS.
Former English Learners	By the spring of 2025, 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 2025 as measured by the U.S. Department of Education's Adjusted Cohort Graduation Rate.
9th Grade on Track	By the end of the 2024-2025 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 2027, 60% of students in grades K-6 will score at or above grade level in Reading as measured by iReady Diagnostic.

Action Plan

Additional key activities may be added as needed

Key Activities – Focused on <u>adult practices</u>	By whom	By when
Teachers will provide retrieval practice with feedback 2-3 times a week during Informational Units in ELA.	Classroom teachers, LBS	2-3 times a week
Provide professional development to improve evidence-based and high-leverage practices in retrieval practice and feedback.	Principal, Instructional Coach, Literacy Coordinator	Monthly during Monday Meetings or School Improvement Days, or Weekly during Impact Team Meetings

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

Monthly Monday Meetings, Weekly Impact Team Meetings, Quarterly SIP Days, iReady Toolbox

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)
Retrieval Practice professional development	Ongoing	Title 1 1003
Feedback on professional development	Ongoing	Title 1 1003
Stipends for SIP team members to develop professional development sessions around retrieval practice.	Summer of 26 and throughout the 26-27 school year.	Title 1 1003

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)

Any revision of ELA units by the district.

PD on high leverage practices for Retrieval Practice and Feedback.

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: Monthly check-in during Impact Team meetings with the Instructional Coach on retrieval practices, looking at student work, and discussing feedback.

Key Activity 2: Data review after iReady diagnostic testing 2 times a year, fall & winter.

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

Key Activity 1: Impact Team agendas & notes

Key Activity 2: iReady diagnostic scores & Data Review Agendas & Notes

Frequency of Measure(s)

Person(s) Responsible for Updating Data

Key Activity 1: Monthly

Key Activity 1: Classroom Teachers, Instructional Coach, Principal

Key Activity Data Review 2 times a year after diagnostic testing

Key Activity 2: Classroom teachers, Instructional Coach, Principal, Interventionist

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

Key Activity 1 Check-ins

Dates:
 October 1, 2026
 November 1, 2026
 December 1, 2026
 January 1, 2027
 February 1, 2027
 March 1, 2027
 April 1, 2027
 May 1, 2027

Key Activity 2 Check-ins

Dates:
 September 30, 2026
 February 27, 2027
 May 20, 2027

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

Determine which activities from the iReady Toolbox would be most appropriate for students at various grade levels.

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 2027, 60% of students in grades K-6 will score at or above grade level in Math as measured by iReady Diagnostic.

Action Plan

Additional key activities may be added as needed

Key Activities - Focused on adult practices	By whom	By when
Teachers will provide retrieval practice with feedback 3-5 times a week during Illustrative Mathematics Units.	SIP Team, Instructional Coach, Principal	Fall of 2026
Provide professional development for feedback & retrieval practice.	Instructional Coach, Principal, SIP team	End of 2026-2027 school year

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

Illustrative Math Curriculum
Understanding of Retrieval Practice & Feedback

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)
Retrieval Practice & Feedback professional development	Ongoing	Title 1 1003
Stipends for SIP team members to develop professional development sessions around retrieval practice & feedback.	Summer of 26 and throughout the 26-27 school year.	Title 1 1003

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)

Updates to IM Curriculum
PD on feedback & retrieval practices & seeding

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 on 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: Monthly check-in during Impact Team meetings with the Instructional Coach on retrieval practices and feedback, looking at student work.	
Key Activity 2: Data review after iReady diagnostic testing 2 times a year, fall & winter.	
Data Source(s)/Local Assessment(s):	
Key Activity 1: Impact Team agendas, Student Samples, teacher observations	
Key Activity 2: iReady diagnostic scores & Data Review Agendas & Notes	
Frequency of Measure(s)	Person(s) Responsible for Updating Data
Key Activity 1: Monthly	Key Activity 1: Classroom Teachers, Instructional Coach, Principal
Key Activity Data Review 2 times a year after diagnostic testing	Key Activity 2: Classroom teachers, Instructional Coach, Principal, Interventionist
Observed Changes/Reflections – Add check-in lines as needed	
Key Activity 1 Check-ins	Date: October 1, 2026 November 1, 2026 December 1, 2026 January 1, 2027 February 1, 2027 March 1, 2027 April 1, 2027 May 1, 2027
Key Activity 2 Check-ins	Date: October 1, 2026 November 1, 2026 December 1, 2026 January 1, 2027 February 1, 2027 March 1, 2027 April 1, 2027 May 1, 2027
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

By spring of 2027, 90% of students will have regular attendance as measured by PowerSchool.

Action Plan

Additional key activities may be added as needed

Key Activities - Focused on adult practices	By whom	By when
Develop a building Attendance Improvement Plan	Attendance committee	Spring of 2026
Implement the Building Attendance Improvement Plan	All building staff	Beginning of school year 2026 - 2027
Celebrate students who regularly attend school	All staff, the Attendance Committee, and the principal	May 2027

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

Attendance Team
 Ideas for a Building Attendance Improvement Plan
 Attendance data

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)
Stipend for the Attendance Committee to develop a plan.	One Time - spring of 2026	Title 1 1003
Incentives for students	Ongoing	Title 1 1003

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)

We will need to review attendance data weekly to start, then biweekly.

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 on 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: For 2 months, bi-weekly; then monthly, the attendance office will provide the Attendance Committee with weekly attendance data.

Key Activity 2: Bi-weekly, then monthly, the Attendance Committee will evaluate students who are attending regularly.

Key Activity 3: Bi-monthly reward students who have been attending regularly.

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

Key Activity 1: School attendance from the attendance secretary

Key Activity 2: The Attendance Committee evaluates the attendance data.

Key Activity 3: Attendance data

Frequency of Measure(s)

Person(s) Responsible for Updating Data

Key Activity 1: Bi-weekly

Key Activity 1: Attendance secretary, principal

Key Activity 2: Bi-weekly, then monthly

Key Activity 2: Attendance Committee, principal

Key Activity 3: Bi-monthly

Key Activity 3: Attendance Committee, principal

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

Key Activity 1 Check-ins

- Date: August 30, 2026
- Date: September 15, 2026
- Date: September 30, 2026
- Date: October 15, 2026
- Date: October 30, 2026
- Date: November 30, 2026
- Date: December 30, 2026
- Date: January 30, 2027
- Date: February 28, 2027
- Date: March 30, 2027
- Date: April 30, 2027
- Date: May 20th, 2027

Key Activity 2 Check-ins

- Date: August 30, 2026
- Date: September 15, 2026
- Date: September 30, 2026
- Date: October 15, 2026
- Date: October 30, 2026

	Date: November 30, 2026 Date: December 30, 2026 Date: January 30, 2027 Date: February 28, 2027 Date: March 30, 2027 Date: April 30, 2027 Date: May 20th, 2027
Key Activity 3 Check-Ins	Date: August 30, 2026 Date: September 15, 2026 Date: September 30, 2026 Date: October 15, 2026 Date: October 30, 2026 Date: November 30, 2026 Date: December 30, 2026 Date: January 30, 2027 Date: February 28, 2027 Date: March 30, 2027 Date: April 30, 2027 Date: May 20th, 2027
Do any additions/updates/adjustments need to be made to key activities for Goal #3?	