



# **Consolidated District Plan**

**2025-2026**



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# Executive Summary

## → Local and State Context

### Local Context:

The Rock-Island Milan has 1 Early Childhood Center, 9 elementary schools, 2 Junior High Schools, 1 High School, and 1 Alternative Learning Center. The district services nearly 6,200 students of which nearly 60% are low-income, 20% require special services, 15% are English Language Learners. As such we receive federal funding, earmarked for all of the aforementioned areas.

### State Context:

As a prerequisite for the approval of Federal Grants, the Illinois State Board of Education (ISBE) requires each district to submit a Consolidated District Plan Application. This plan must be both approved by the board and developed in manner that considers timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. (Illinois State Board of Education, 2024).

## → Rationale

- To ensure student learning plans cultivate a climate where every child can make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- To ensure schools receive the resources necessary to create a safe, healthy, and inclusive learning environment, while also considering the social-emotional needs of the child.
- To ensure the most highly qualified educators are prepared to meet the needs of all students
- To ensure fiscal accountability around the intended uses of Federal Funds to support the above.

## → The RIMSD Consolidated Plan Focus

- Increasing Student Achievement for All students; emphasis on Students with Disabilities and English Language Learners.
- Offering specialized professional development for paraprofessionals, content educators, special educators, general educators, building leaders, and district leaders aimed at increasing student achievement through the embracing of the school improvement planning process and the 5 Essentials Framework.
- Ensuring fidelity and inter-rater reliability in the identification of sound instructional practices that are certain to guarantee result through the instructional walkthrough tool calibration.
- Braiding and weaving funding while staying accountable to the intended uses of Federal Funds to support the above in the most efficient and effective manners.



## Consolidated School Improvement Plan

### 1. School Profile

<b>Denkmann</b>	<b>Mission:</b> Our Mission is to provide a safe and diverse environment where all students will grow academically, socially, and emotionally as positive leaders.	<b>Vision:</b> Student centered classrooms with rigor for all.
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### 2. Professional Development

<b>PD Focus Areas</b>	<input type="checkbox"/> Co-Teaching <input type="checkbox"/> Differentiation <input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input type="checkbox"/> Special Education <input type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input type="checkbox"/> Other: _____
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### 3. Key Activity SMART Goals

<u>Key Activity</u> SMART GOAL #1		
Determine Your Measure(s) <i>*Select all that apply</i>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Establish your frequency of Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity</b> <b>SMART GOAL #2</b>		
Determine Your Measure(s) <b>*Select all that apply</b>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Frequency of your Measure(s) <b>*Select one</b>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

#### 4. Annual Student Growth Goals

<b>Annual Student Growth Goal: ELA</b>	
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<b>Annual Student Growth Goal: Math</b>	
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#### 5. Key Activities & Theories of Actions Aligned to the 5 Essentials

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	<p>We will focus on creating a habit of quality student discussion using student engagement activities. Using Kagan strategies (ie think pair share, hand up stand up pair up, four corner discussion activities) along with specific planning for Reading, Math, Science, and Social Studies activities during PLC to make this happen.</p> <p>All classrooms and teachers will make sure there are anchor charts with academic vocabulary connected to the standards teachers are teaching in all CORE learning areas.</p>
<b>Theory of Action for "Ambitious Instruction"</b>	

## Essential 2: Effective Leaders

**Check all that apply:**

- ☐ **Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- ☐ **Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- ☐ **Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- ☐ **Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	<ul style="list-style-type: none"> <li>Continued learning and leading in using the Leader in Me programming to increase all staff's capacity for leadership.</li> <li>Principal coaching through Solution Tree... to support our principal's leadership growth and to support staff growth in leadership.</li> <li>Creating a year long PD plan that will be supported by Global PD licenses for all staff to support a growth mindset for all staff.</li> </ul>
Theory of Action for <b>"Effective Leaders"</b>	

## Essential 3: Collaborative Teachers

**Check all that apply:**

- ☒ **Collaborative Practices:** Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.
- ☒ **Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- ☒ **School Commitment:** Teachers are deeply committed to the school.
- ☐ **Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- ☒ **Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	<ul style="list-style-type: none"> <li>Continued work toward PLCs that are driven by the Dufour 4 guiding questions of a PLC (and Data Driven)</li> <li>Intentional Data Chats that happened Monthly (led by principal/maybe counselor)</li> <li>We will also continue our work with understanding "Collective Efficacy". We will ensure that all teachers and building staff understand the tools we are using to teach students and support student learning and social development are to be used by all.</li> </ul>
Theory of Action for <b>"Collaborative Teachers"</b>	

### **Essential 4: Supportive Environment**

**Check all that apply:**

- ☒ **Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- ☐ **School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- ☐ **Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- ☐ **Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- ☒ **Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- ☒ **Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

#### **Key Activities**

- The application of using the Leader in Me in all things we do. The Leader in Me tools that all teachers have access to are all vetted and approved by CASTLE and support our students' social development. This helps us create the climate and culture of our building.
- We will intentionally teach the 7 Habits and incorporate them in daily lessons at all levels and we will blend them into our PBIS structures for creating "Pawsitive" learning environment for all students.

Theory of Action for  
**"Supportive Environment"**

### **Essential 5: Involved Families**

**Check all that apply:**

- ☐ **Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- ☒ **Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- ☒ **Parent Involvement in School:** Parents are active participants in their child's schooling.

#### **Key Activities**

We are creating a "Denkmann Booster Club" that will be it's own 501c3 starting next school year. We are currently working through the tax paperwork to creat this group so they have their own tax exempt number and bank account. This group has 3 founding members working through this process and have taken a leadership role. This team will meet monthly and have defined roles for leadership (two chairs, secretary, and treasurer) They will work directly with the FACE team to support their efforts and they will raise funds to support building.

Theory of Action for  
**"Involved Families"**



## Consolidated School Improvement Plan

### 1. School Profile

<b>Earl Hanson</b>	<b>Mission:</b> At Earl Hanson we help each other grow by being kind and working together as a team so we can all become lifelong learners.	<b>Vision:</b> To prepare college and career ready global citizens in collaboration with our community and families!
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### 2. Professional Development

<b>PD Focus Areas</b>	<input type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input type="checkbox"/> Special Education <input type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input type="checkbox"/> Other: _____
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	100% of teachers will use and track AVID WICOR strategies (emphasis on organization, notetaking, and/or data collection strategies) monthly during the 25-26 school year.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input checked="" type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input checked="" type="checkbox"/> Optional 1: AVID Data Collection Spreadsheet Tool <input type="checkbox"/> Optional 2: Monthly WICOR Chart/Sheet
Establish your frequency of Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring



<b>Key Activity</b> <b>SMART GOAL #2</b>	EH leaders (building/teacher) will participate in AVID WICOR strategy professional development once per quarter (focus on accessing the data, celebrating positive patterns, and citing potential opportunities for improvement in the use of WICOR Strategies) during the 25-26 school year.	
Determine Your Measure(s) *Select all that apply	<input checked="" type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input checked="" type="checkbox"/> Optional 1: PD Agenda/Meeting Notes <input checked="" type="checkbox"/> Optional 2: WICOR Charts and list of what's working and what needs additional supports
Frequency of your Measure(s) *Select one	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

#### 4. Annual Student Growth Goals

<b>Annual Student Growth Goal: ELA</b>	By the end of the 2024/2025 school year 65 percent of the Earl Hanson students will meet or exceed their growth targets in ELA as measured by MAP.
<b>Annual Student Growth Goal: Math</b>	By the end of the 2024/2025 school year 65 percent of the Earl Hanson students will meet or exceed their growth targets in Math as measured by MAP.

#### 5. Key Activities & Theories of Actions Aligned to the 5 Essentials

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input checked="" type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input checked="" type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	ELA: Focus on providing professional development on the use of WICOR Strategies aimed at the establishment of regular practice with complex texts as well as collaborative learning through group discussions.
<b>Theory of Action for "Ambitious Instruction"</b>	We believe that by providing professional development and laying expectations for use of the strategies received during the professional development our teachers will be able to differentiate for more students during whole group instruction time in both ELA and in Math.

## **Essential 2: Effective Leaders**

**Check all that apply:**

- ☐ **Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- ☒ **Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- ☐ **Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- ☐ **Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	Ensure Grade Level PLC's and the BIT Team have a consistent focus on Data Analysis.
Theory of Action for <b>"Effective Leaders"</b>	We believe that by analyzing the same data together, we will identify growth opportunities and engage in collaborative dialogues to develop effective solutions.

## **Essential 3: Collaborative Teachers**

**Check all that apply:**

- ☐ **Collaborative Practices:** Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.
- ☒ **Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- ☐ **School Commitment:** Teachers are deeply committed to the school.
- ☐ **Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- ☐ **Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	Ensure Grade Level PLC's and the BIT Team have a consistent focus on Data Analysis.
Theory of Action for <b>"Collaborative Teachers"</b>	We believe that by analyzing data together, we will identify growth opportunities and engage in collaborative dialogues to develop effective solutions.

### **Essential 4: Supportive Environment**

**Check all that apply:**

- ☒ **Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- ☐ **School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- ☐ **Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- ☐ **Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- ☐ **Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- ☐ **Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

<b>Key Activities</b>	<ul style="list-style-type: none"> <li>Students accessing complex text</li> <li>Students engaging in subject-matter discourse (ELA/Math)</li> </ul>
Theory of Action for <b>“Supportive Environment”</b>	We believe that by teachers participating in focused professional development on accessing complex texts and student dialogue, and leadership setting expectations for use of the strategies learned, students will rise to the occasion of higher expectations time and time again!

### **Essential 5: Involved Families**

**Check all that apply:**

- ☐ **Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- ☐ **Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- ☒ **Parent Involvement in School:** Parents are active participants in their child’s schooling.

<b>Key Activities</b>	Under the leadership of the Family Engagement Team (FET) EH will host one family and community engagement event per month for the 25-26 school year.
Theory of Action for <b>“Involved Families”</b>	We believe by intentionally planning and hosting at least one event per month, families will have opportunities to connect with one another (building relational capacity) as well take away something that will help them help their students academically.



## Consolidated School Improvement Plan

### 1. School Profile

<b>Edison Jr. High</b>	<b>Mission:</b> To prepare Edison's students for individual growth and success by providing a safe and quality education within our inclusive community.	<b>Vision:</b> To be the model Junior High School in the Rock Island - Milan School District.
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### 2. Professional Development

<b>PD Focus Areas</b>	<input checked="" type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input checked="" type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input type="checkbox"/> Special Education <input type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input type="checkbox"/> Other: _____
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	We will write the smart goal for ST math puzzles at the end of the year when we get the current year totals.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input checked="" type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Establish your frequency of Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity SMART GOAL #2</b>	We will be writing a smart goal based on NWEA spring map results for the 2025-26 when the window closes.	
Determine Your Measure(s) <b>*Select all that apply</b>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Frequency of your Measure(s) <b>*Select one</b>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

#### 4. Annual Student Growth Goals

<b>Annual Student Growth Goal: ELA</b>	By May 2025, 80 percent of EJHS students will demonstrate growth (fall to spring) in the area of ELA as demonstrated on MAP.
<b>Annual Student Growth Goal: Math</b>	By May 2025, 80 percent of EJHS students will demonstrate growth (fall to spring) in the area of math as demonstrated on MAP.

#### 5. Key Activities & Theories of Actions Aligned to the 5 Essentials

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input checked="" type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input checked="" type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	Edison will focus on Student Discourse within all subject areas.
Theory of Action for <b>"Ambitious Instruction"</b>	We believe that by increasing student discourse, we will see an increase in student assessment scores as measured by MAP and IAR.

## **Essential 2: Effective Leaders**

**Check all that apply:**

- ☐ **Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- ☒ **Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- ☐ **Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- ☐ **Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	Edison will focus on students strengthening and maintaining their intervention goals during teacher advisory intervention time.
Theory of Action for <b>“Effective Leaders”</b>	We believe that by consistent tracking with the teacher advisor support, we will see an increase in student assessment scores as measured by MAP and IAR.

## **Essential 3: Collaborative Teachers**

**Check all that apply:**

- ☒ **Collaborative Practices:** Teachers observe each others’ practice and work together to review assessment data and develop instructional strategies.
- ☒ **Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- ☒ **School Commitment:** Teachers are deeply committed to the school.
- ☐ **Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- ☐ **Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	Edison teachers will be required each quarter to cross curricular plan with a cross curricular partner.
Theory of Action for <b>“Collaborative Teachers”</b>	We believe that by meeting with our cross curricular partners, we will increase teacher efficacy.

### **Essential 4: Supportive Environment**

**Check all that apply:**

- ☐ **Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- ☐ **School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- ☐ **Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- ☐ **Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- ☒ **Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- ☒ **Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

<b>Key Activities</b>	Edison's PBIS team will develop opportunities to create trust building activities with students during morning meeting time.
Theory of Action for <b>"Supportive Environment"</b>	We believe that by having trust building activities with students during morning meetings, we will build a supportive and safe environment.

### **Essential 5: Involved Families**

**Check all that apply:**

- ☐ **Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- ☒ **Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- ☒ **Parent Involvement in School:** Parents are active participants in their child's schooling.

<b>Key Activities</b>	Edison's Face Team will develop a family engagement survey to determine what Edison's stakeholders needs and interests are to increase parental involvement in school.
Theory of Action for <b>"Involved Families"</b>	We believe that by providing a family engagement survey to Edison stakeholders we will create meaningful family events for all stakeholders.



## Consolidated School Improvement Plan

### 1. School Profile

<b>Eugene Field Elementary School</b>	<b>Mission:</b> Our mission is to create a positive, supportive, and empowering learning environment where every student is encouraged to be nice, work hard, and do things right.	<b>Vision:</b> Our vision is to create a school where kindness, dedication, and integrity are the foundation for success. By making students laugh and smile, we are creating lifelong learners who contribute positively to their community
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### 2. Professional Development

<b>PD Focus Areas</b>	<input type="checkbox"/> Co-Teaching <input type="checkbox"/> Differentiation <input checked="" type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input type="checkbox"/> Special Education <input type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Other: PLC
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	55% of all students will meet their fall to winter growth goal in ELA as evidenced by NWEA MAP Data. (52% 24/25 SY)	
Determine Your Measure(s) <i>*Select all that apply</i>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Establish your frequency of Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring



<b>Key Activity SMART GOAL #2</b>	70% of all students will meet their fall to winter growth goal in Math as evidenced by NWEA MAP Data (67% 24/25 SY)	
Determine Your Measure(s) *Select all that apply	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Frequency of your Measure(s) *Select one	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

#### 4. Annual Student Growth Goals

<b>Annual Student Growth Goal: ELA</b>	At least 80% of K-6 students will meet or exceed expected growth in ELA from Fall of 2024 to Spring of 2025 as measured by MAP Reading.
<b>Annual Student Growth Goal: Math</b>	At least 80% of K-6 students will meet or exceed expected growth in Math from Fall of 2024 to Spring of 2025 as measured by MAP Math.

#### 5. Key Activities & Theories of Actions Aligned to the 5 Essentials

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input checked="" type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input checked="" type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	Regular and consistent vertical and horizontal PLC time to allow staff to set ambitious instructional outcomes that allow students to interact with course material and build critical skills for success in ELA and Math.
<b>Theory of Action for "Ambitious Instruction"</b>	By having regular and consistent vertical and horizontal PLC time, we believe that we will increase the academic ability of all students.

## **Essential 2: Effective Leaders**

**Check all that apply:**

- ☐ **Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- ☐ **Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- ☒ **Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- ☒ **Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	Regular and consistent communication, via Remind messages, staff meetings, and regular building walkthroughs, will build relationships that foster an environment where leadership is the expectation.
Theory of Action for <b>“Effective Leaders”</b>	By having regular and consistent communication, we believe that we will create effective leaders throughout our building.

## **Essential 3: Collaborative Teachers**

**Check all that apply:**

- ☒ **Collaborative Practices:** Teachers observe each others’ practice and work together to review assessment data and develop instructional strategies.
- ☒ **Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- ☒ **School Commitment:** Teachers are deeply committed to the school.
- ☒ **Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- ☒ **Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	Regular, consistent, and relevant professional development with time built in for training, follow up, follow through, and conversation that will benefit our students.
Theory of Action for <b>“Collaborative Teachers”</b>	By making professional development relevant and providing time for staff to implement, we believe that we will build collaborative relationships amongst staff

### **Essential 4: Supportive Environment**

**Check all that apply:**

- ☒ **Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- ☐ **School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- ☐ **Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- ☐ **Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- ☒ **Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- ☒ **Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

<b>Key Activities</b>	Regular and consistent classroom visits by administration and communication of the school expectation, "Be Nice, Work Hard, Do Things Right." not only for the classroom, but for life in general.
Theory of Action for <b>"Supportive Environment"</b>	By being visible and communicating expectations, we believe that we will create a supportive environment at Eugene Field.

### **Essential 5: Involved Families**

**Check all that apply:**

- ☐ **Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- ☒ **Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- ☒ **Parent Involvement in School:** Parents are active participants in their child's schooling.

<b>Key Activities</b>	Regular and consistent communication through Remind and other messaging avenues, an open door policy with administration, and an active PTO.
Theory of Action for <b>"Involved Families"</b>	By consistently communicating effectively and efficiently, we believe that we will create involved families.



## Consolidated School Improvement Plan

### 1. School Profile

<b>Frances Willard Elementary School</b>	<b>Mission:</b> We, at Frances Willard, are Leaders and Learners.	<b>Vision:</b> Prepare all children for individual success by providing a safe and inclusive quality education within a multicultural community.
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### 2. Professional Development

<b>PD Focus Areas</b>	<input type="checkbox"/> Co-Teaching <input type="checkbox"/> Differentiation <input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input type="checkbox"/> Special Education <input type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Other: AVID
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	By August 1, 2025, the building calendar (year long schedule of professional development, ILT meetings, BLT meetings, AVID meetings, data days, etc) will have been created then reviewed and updated quarterly as measured by original document and quarterly reviews documented in ILT notes.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input checked="" type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Establish your frequency of Measure(s) <i>*Select one</i>	<input checked="" type="checkbox"/> Weekly <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity</b> <b>SMART GOAL #2</b>	During the 2025-2026 school year, staff will utilize planning strategies learned through Accelerate to Educate professional development, to focus on Tier I instruction by identifying priority standards and determining appropriate scaffolding needs in each unit to see growth in unit assessments as well as overall MAP scores as measured by the unit planning document and data from assessments.	
Determine Your Measure(s) <b>*Select all that apply</b>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input checked="" type="checkbox"/> Optional 1: Unit Planning Tool <input type="checkbox"/> Optional 2: _____
Frequency of your Measure(s) <b>*Select one</b>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

#### 4. Annual Student Growth Goals

<b>Annual Student Growth</b> <b>Goal: ELA</b>	By May 2025, 60% of students at Frances Willard will meet or exceed their ELA growth goal as measured by NWEA MAP.
<b>Annual Student Growth</b> <b>Goal: Math</b>	By May 2025, 85% of students at Frances Willard will meet or exceed their growth goal as measured by NWEA MAP.

#### 5. Key Activities & Theories of Actions Aligned to the 5 Essentials

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input checked="" type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	<ul style="list-style-type: none"> <li>Teachers will use specific AVID strategies identified to increase engagement and student discourse.</li> <li>Teachers will use strategies learned from Acceleration for All to prepare Tier I lessons so that all students receive grade level instruction. The focus will be on priority standards and scaffolding strategies in each lesson.</li> </ul>
Theory of Action for <b>"Ambitious Instruction"</b>	We believe that by focusing on grade-level knowledge (not remediation), and providing professional development on use of specific strategies, we will accelerate all students' learning.

## **Essential 2: Effective Leaders**

**Check all that apply:**

- ☐ **Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- ☐ **Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- ☐ **Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- ☐ **Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	<ul style="list-style-type: none"> <li>Before the end of the school year, determine teams/committees.</li> <li>During the summer create the calendar to include data days (grade level PLC's at the end of mClass cycles), vertical PLC meetings, PD for Acceleration for All, AVID PD for all staff, CHAMPS (classroom management) PD</li> <li>Determine how success will be measured for each initiative/action. Who/How will data be collected. When will it be reviewed/monitored?</li> </ul>
Theory of Action for <b>"Effective Leaders"</b>	We believe that by starting the year with a clear plan in place, we will know what we are doing, how we are doing it, and if we are successfully doing it.

## **Essential 3: Collaborative Teachers**

**Check all that apply:**

- ☐ **Collaborative Practices:** Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.
- ☐ **Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- ☐ **School Commitment:** Teachers are deeply committed to the school.
- ☒ **Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- ☐ **Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	<ul style="list-style-type: none"> <li>Introduce the newly created walk through tool to ensure all staff know the look fors.</li> <li>Provide time for walk throughs so all staff have an opportunity to observe, be observed, and use feedback in meaningful ways.</li> </ul>
Theory of Action for <b>"Collaborative Teachers"</b>	We believe that by utilizing the instructional walk-through tool as a whole building, we will create a culture of continuous growth fostered through trust.

### **Essential 4: Supportive Environment**

**Check all that apply:**

- ☐ **Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- ☐ **School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- ☐ **Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- ☒ **Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- ☒ **Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- ☐ **Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

#### **Key Activities**

- Use AVID folders/binders as means to organize ourselves and track goals.
- Use CHAMPS/CKH strategies to increase student-teacher trust.
- Admin will continue to build relationships with students and families as means to foster safe learning environments.

Theory of Action for  
**“Supportive  
Environment”**

We believe that by continuing to create a safe environment (safe from harm and safe to take academic risk), we will grow our culture of being leaders and learners.

### **Essential 5: Involved Families**

**Check all that apply:**

- ☒ **Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- ☒ **Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- ☒ **Parent Involvement in School:** Parents are active participants in their child’s schooling.

#### **Key Activities**

- Set monthly meetings that include the building leadership team and parents.
- Plan quarterly grade band meetings for families to understand what their child is learning and how we can support one another. FACE Process Conditions...see activity data.
  - K-2
  - 3-6 helping parents learn specific reading strategies

Theory of Action  
for  
**“Involved  
Families”**

We believe that by including families in more learning opportunities, we will see improved student attendance and academic success.



## Consolidated School Improvement Plan

### 1. School Profile

<b>Longfellow Liberal Arts</b>	<b>Mission:</b> Longfellow strives for all to learn, live, and give with pride. We provide a welcoming, safe place for students and families to learn and grow.	<b>Vision:</b> We want students to achieve their maximum potential and be college, career, and life ready.
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### 2. Professional Development

<b>PD Focus Areas</b>	<input type="checkbox"/> Co-Teaching <input type="checkbox"/> Differentiation <input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input type="checkbox"/> Special Education <input checked="" type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input type="checkbox"/> Other: _____
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	By May of 2026 Longfellow will decrease Tier 3 students by 3% in the areas of ELA and Math.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input checked="" type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Establish your frequency of Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring



<b>Key Activity SMART GOAL #2</b>	By May 2026, Longfellow will decrease its Chronic absences by 10%.	
Determine Your Measure(s) *Select all that apply	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input checked="" type="checkbox"/> Optional 1: Skyward <input type="checkbox"/> Optional 2: _____
Frequency of your Measure(s) *Select one	<input type="checkbox"/> Weekly <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

#### 4. Annual Student Growth Goals

<b>Annual Student Growth Goal: ELA</b>	By May 2025, Longfellow students will have a decrease in Tier 3 ELA according to MAP data from Fall to Spring by 3% using mclass as an intervention.
<b>Annual Student Growth Goal: Math</b>	By May 2025, Longfellow students will have a decrease in Tier 3 Math scores according to MAP data from Fall to Spring by 3% by using ST Math as an intervention.

#### 5. Key Activities & Theories of Actions Aligned to the 5 Essentials

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input checked="" type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input checked="" type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	ELA Interventions Include: mClass, Boost, Lexia, NewsELA, Learning A-Z Math: ST Math, Khan Academy (Mappers), EQUIP, Affirm
<b>Theory of Action for "Ambitious Instruction"</b>	We believe that by using the above strategies that we will meet and exceed our growth targets/goals.

## **Essential 2: Effective Leaders**

**Check all that apply:**

- ☐ **Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- ☒ **Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- ☐ **Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- ☐ **Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	<ul style="list-style-type: none"> <li>Teacher influence includes: Building Leadership Team, MTSS, PLC's and BIT teams will meet regularly to monitor data and work through a PDSA cycle.</li> <li>Teacher -Principal Trust: Staff and BLT team will continue to analyze data from satisfaction survey, 5 Essential Feedback and Labor Management team to adjust activities that build trust.</li> </ul>
Theory of Action for <b>"Effective Leaders"</b>	We believe that by having data discussions as whole staff, grade levels and by departments we will see an increase in students meeting their goals.

## **Essential 3: Collaborative Teachers**

**Check all that apply:**

- ☐ **Collaborative Practices:** Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.
- ☒ **Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- ☐ **School Commitment:** Teachers are deeply committed to the school.
- ☐ **Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- ☐ **Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	<ul style="list-style-type: none"> <li>Collective Responsibility; Teachers participate in building, district level PLC's. They also attend family events and building committees.</li> <li>BIT team -talking about interventions in collaboration with teachers</li> <li>Talking about data in grade level meeting for example: Common data to compare-MAP, Dibels, mClass data, exit tickets</li> </ul>
Theory of Action for <b>"Collaborative Teachers"</b>	We believe that by having common data discussions we will see areas of need or improvement. When teachers participate in family events it provides a collective united front in education for the whole child.

### **Essential 4: Supportive Environment**

**Check all that apply:**

- ☒ **Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- ☐ **School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- ☐ **Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- ☐ **Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- ☐ **Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- ☐ **Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

#### **Key Activities**

- Building Intervention teams
- Sharing at staff meetings of common practice.
- SDQ
- Weekly Cool Tools
- Longfellow News
- Lunch Buddies
- Peer Mediation
- Springforward
- Summer Jump Start
- SIOP Training Summer 2025

#### **Theory of Action for “Supportive Environment”**

We believe that by meeting quarterly during BIT Team days we will work collaboratively to problem solve student academic and behavioral needs.

### **Essential 5: Involved Families**

**Check all that apply:**

- ☐ **Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- ☒ **Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- ☒ **Parent Involvement in School:** Parents are active participants in their child’s schooling.

#### **Key Activities**

- Daily Planners
- Remind Messages
- Newsletters
- Parent Community Events

#### **Theory of Action for “Involved Families”**

We believe that by working as a school-family team, we will make all families of Longfellow feel welcomed.



## Consolidated School Improvement Plan

### 1. School Profile

<b>Ridgewood Elementary</b>	<b>Mission:</b> To provide a safe, positive, equitable and inclusive educational experience for our Roadrunner Family.	<b>Vision:</b> To inspire and create life-long learners and leaders every day to reach their highest potential.
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### 2. Professional Development

<b>PD Focus Areas</b>	<input type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input type="checkbox"/> Special Education <input type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Other: Inclusion <input checked="" type="checkbox"/> Other: Progress Monitoring
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	By May 30, 2025, 45% of students will be in the Tier 1 category on the spring NWEA MAP reading test.  By May 30, 2025, 45% of students will be in the Tier 1 category on the spring NWEA MAP math test.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input checked="" type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Establish your frequency of Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring








<b>Key Activity</b> <b>SMART GOAL #2</b>	100% of grade level teachers will use mClass progress monitoring with fidelity by April 21st 2025. Progress will be assessed bi-weekly, and recorded in the mClass PM Fidelity Tracker.	
Determine Your Measure(s) <b>*Select all that apply</b>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input checked="" type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Frequency of your Measure(s) <b>*Select one</b>	<input checked="" type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

#### 4. Annual Student Growth Goals

<b>Annual Student Growth Goal: ELA</b>	By the end of the 2024-2025 school year, Ridgewood will decrease the overall number of students in Tier 3 by 20% in informational text as evidenced by MAP and district approved assessments.
<b>Annual Student Growth Goal: Math</b>	By the end of the 2024-2025 school year, Ridgewood will decrease the overall number of students in Tier 3 by 20% in measurement and data as evidence by MAP and district approved assessments.

#### 5. Key Activities & Theories of Actions Aligned to the 5 Essentials

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input checked="" type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input checked="" type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	Math- <ul style="list-style-type: none"> <li>Monthly T &amp; L talks</li> <li>Partnership with RIRIOE focused on increasing effectiveness of math interventions that lead to overall improved math instruction.</li> <li>Working with Instructional Coaches to develop skills in ST Math.</li> </ul> English- <ul style="list-style-type: none"> <li>Monthly T &amp; L talks</li> <li>Partnership with Instructional Coaches to increase the understanding of the ELA curriculum.</li> <li>ELA Intervention fidelity checks</li> </ul>

	<ul style="list-style-type: none"> <li>• BIT/MTSS Student Request Form</li> <li>• 24-25 RW Indicator Sheet</li> <li>• 24-25 Building-Wide Assessment Breakdowns</li> <li>• Intervention Questionnaire</li> <li>• mClass PM Fidelity Tracker (English)</li> </ul> <a href="#">BIT/MTSS Student Request Form</a> <ul style="list-style-type: none"> <li>•  24-25 RW Indicator Sheet</li> <li>•  24-25 Building-Wide Assessment Breakdowns</li> <li>•  Intervention Questionnaire</li> <li>•  mClass PM Fidelity Tracker <b>(English)</b></li> <li>•  Jan. 23 Principal Planning <b>(Math)</b></li> <li>•  Intervention Implementation Tool Copy RIROE <b>(Math)</b></li> <li>•  February 26 PD <b>(Math)</b></li> </ul>
Theory of Action for “ <b>Ambitious Instruction</b> ”	We believe that by improving teacher’s ability to assess, and address student needs, we will increase overall student performance.

## **Essential 2: Effective Leaders**

### **Check all that apply:**

- ☐ **Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- ☒ **Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- ☐ **Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- ☒ **Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	<ul style="list-style-type: none"> <li>• Weekly staff meetings to discuss student, and staff performance as a whole. Meetings include staff, PLC (Grade level / Dept. and vertical), BIT, BLT, PBIS, Safety, and FACE.</li> <li>• Ridgewood Team Structure 24-25</li> <li>• Evaluation Process</li> <li>• Monthly Family Events</li> </ul>
Theory of Action for “ <b>Effective Leaders</b> ”	We believe that by keeping stakeholders informed, and creating opportunities for them to lead, we will create the culture necessary for an environment that supports shared leadership.

### Essential 3: Collaborative Teachers

Check all that apply:

- ☒ **Collaborative Practices:** Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.
- ☒ **Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- ☐ **School Commitment:** Teachers are deeply committed to the school.
- ☒ **Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- ☐ **Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	<ul style="list-style-type: none"> <li>• PLC's (Grade Level, Vertical), BIT meetings (Quarterly), BLT meetings (Monthly)</li> <li>• Ridgewood Team Structure 24-25</li> <li>• Surveys (Satisfaction, 5 Essentials)</li> <li>• Staff PD (provided during PLC's and/or external vendors)</li> </ul>
Theory of Action for "Collaborative Teachers"	We believe that by providing time for staff to collaborate, we will create a team environment where colleagues can be informed, heard, and supported.

### Essential 4: Supportive Environment

Check all that apply:

- ☐ **Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- ☐ **School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- ☐ **Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- ☐ **Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- ☒ **Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- ☐ **Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

<b>Key Activities</b>	<ul style="list-style-type: none"> <li>• Teacher / Staff evaluation process (Danielson Framework)</li> <li>• PLC's (Grade Level, Vertical), BIT meetings (Quarterly), BLT meetings (Monthly)</li> <li>• Ridgewood Team Structure 24-25</li> <li>• Surveys (Satisfaction, 5 Essentials)</li> <li>• Staff PD (provided during PLC's and/or external vendors)</li> <li>• Counseling (School based and outside services)</li> <li>• SDQ &amp; SEL curriculum</li> </ul>
Theory of Action for "Supportive Environment"	We believe that by creating a platform that allows stakeholders to express themselves in a productive manner, and creating opportunities for empowerment, we will have an established system of support.

### **Essential 5: Involved Families**

**Check all that apply:**

- ☐ **Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- ☐ **Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- ☒ **Parent Involvement in School:** Parents are active participants in their child's schooling.

#### **Key Activities**

- FACE Team
- Monthly family engagement events
- Parent volunteers
- Surveys (Satisfaction, 5 Essentials)
- Parent Teacher Conferences
- Remind messages
- School Facebook Page
- Video Correspondence
- Robocalls

Theory of Action  
for **"Involved  
Families"**

We believe that by developing relationships with families that ensure they play an important part in the school, we will create an increased sense of school pride and accountability.





## Consolidated School Improvement Plan

### 1. School Profile

<b>Rock Island Academy</b>	<b>Mission:</b> To empower diverse learners in a safe and respectful environment.	<b>Vision:</b> To be a model school for respectful relationships, leadership, and diversity.
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### 2. Professional Development

<b>PD Focus Areas</b>	<input type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input checked="" type="checkbox"/> Special Education <input checked="" type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Technology <input checked="" type="checkbox"/> Other: Classroom Management <input checked="" type="checkbox"/> Other: MTSS
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	By June 2026, AVID strategies focused on growth mindset will be fully implemented in all grade classrooms.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input checked="" type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input checked="" type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Establish your frequency of Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity</b> <b>SMART GOAL #2</b>	By June 2026, 85% of general education classroom teachers will implement MTSS intervention systems with fidelity by submitting at least two progress monitoring data points per quarter.	
Determine Your Measure(s) <b>*Select all that apply</b>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input checked="" type="checkbox"/> Dibels <input checked="" type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input checked="" type="checkbox"/> Optional 1: MTSS <input checked="" type="checkbox"/> Optional 2: MobyMaxx
Frequency of your Measure(s) <b>*Select one</b>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

#### 4. Annual Student Growth Goals

<b>Annual Student Growth Goal: ELA</b>	By September 2024, 100 percent of RIA students will be identified for tier 1, 2, 3 ELA interventions within the classroom to begin streamlining MTSS for student growth.
<b>Annual Student Growth Goal: Math</b>	By September 2024, 100 percent of RIA students will be identified for tier 1, 2, 3 math interventions within the classroom to begin streamlining MTSS for student growth.

#### 5. Key Activities & Theories of Actions Aligned to the 5 Essentials

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input checked="" type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	Using AVID strategies, students will improve the quality of discussion and discourse using growth mindset. Teachers will receive training and there will be an expectation for how many times discourse strategies should be used in the classroom on a weekly basis. We will produce and use a GoogleForm to monitor the use of all strategies in each grade level. We will also monitor AVID effectiveness through a self-assessment for students at a quarterly level that identifies student ability to apply the organization skills being learned.
Theory of Action for <b>"Ambitious Instruction"</b>	We believe that by implementing AVID strategies with fidelity that we will grow our student knowledge base and increase student achievement using data that can be measured to indicate effectiveness.

## **Essential 2: Effective Leaders**

**Check all that apply:**

- ☐ **Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- ☐ **Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- ☒ **Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- ☒ **Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	BLT will use data driven decision-making to ensure that PD time is effective, efficient, and aligned with our school improvement plan; focusing on action and application.
Theory of Action for <b>“Effective Leaders”</b>	We believe that by utilizing distributed leadership, we will increase trust in the building and allow for all staff to feel that their voice is valued and respected.

## **Essential 3: Collaborative Teachers**

**Check all that apply:**

- ☒ **Collaborative Practices:** Teachers observe each others’ practice and work together to review assessment data and develop instructional strategies.
- ☒ **Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- ☐ **School Commitment:** Teachers are deeply committed to the school.
- ☒ **Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- ☐ **Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	SIP team will navigate the process of creating tasks for PLC (grade level and vertical alignment) with a goal of building educator self-efficacy and leadership opportunities.
Theory of Action for <b>“Collaborative Teachers”</b>	We believe that by giving more onus for learning and leading to our staff, we will cultivate a culture of trust, collaboration and collective responsibility through accountability.

### **Essential 4: Supportive Environment**

**Check all that apply:**

- ☒ **Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- ☐ **School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- ☐ **Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- ☒ **Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- ☐ **Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- ☐ **Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

<b>Key Activities</b>	As a part of AVID, students will facilitate their individual data collection and receive support in understanding the impact of their growth as it relates to future goals.
Theory of Action for <b>“Supportive Environment”</b>	We believe that by offering students the ability to own their learning, develop leadership skills, and expose students to a plethora of post-secondary options, we will increase their likelihood of future success via a whole-child approach.

### **Essential 5: Involved Families**

**Check all that apply:**

- ☐ **Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- ☒ **Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- ☒ **Parent Involvement in School:** Parents are active participants in their child’s schooling.

<b>Key Activities</b>	Using a weekly Pre-ferral postcard system to add more positive communication between school and home.
Theory of Action for <b>“Involved Families”</b>	We believe that by utilizing parents as assets in their student’s education, we will be able to foster a team approach to increase student outcomes both at school and at home.



## Consolidated School Improvement Plan

### 1. School Profile

<b>Rock Island Center for Math and Science</b>	<b>Mission:</b> Nurture students of all abilities and talents to learn and succeed at their highest potential in a STEAM environment that is welcoming to all.	<b>Vision:</b> Develop critical thinkers, problem solvers, and leaders through a specialized STEAM-focused education.
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### 2. Professional Development

<b>PD Focus Areas</b>	<input type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input type="checkbox"/> Special Education <input type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input type="checkbox"/> Other: _____
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	English Instruction: A. During the 1st quarter of the 2025-2026 school year, all grade levels will develop a set of academic vocabulary to be taught through read to learn strategies. B. During the 2nd, 3rd, and 4th quarters of the 2025-2026 school year, all teachers will administer quarterly grade specific vocabulary quizzes to assess student acquisition of academic vocabulary.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input checked="" type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Establish your frequency of Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity SMART GOAL #2</b>	Math Instruction - A. During the first quarter of the 2025-26 school year, all teachers will participate in professional development regarding best practices of math talks B. During the 2nd, 3rd, and 4th quarters of the 2025-26 school year, all teachers will conduct weekly math talks in their math classes.
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Determine Your Measure(s) *Select all that apply	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input checked="" type="checkbox"/> Optional 1: PD Sheets <input checked="" type="checkbox"/> Optional 2: Math Talks
Frequency of your Measure(s) *Select one	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

#### 4. Annual Student Growth Goals

<b>Annual Student Growth Goal: ELA</b>	ELA Goal for 2024-2025: 54% of RICMS students will achieve 41st percentile or above in Map reading (yellow, green, or blue levels).
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<b>Annual Student Growth Goal: Math</b>	Math Goal for 2024-2025: 55% of RICMS students will achieve 41st percentile or above in Map Math (yellow, green, or blue).
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#### 5. Key Activities & Theories of Actions Aligned to the 5 Essentials

<b>Essential 1: Ambitious Instruction</b>	
<p><b>Check all that apply:</b></p> <input type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input checked="" type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input checked="" type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	English Instruction - Teach academic vocabulary and Reading to Learn strategies through the utilization of high interest texts in both fiction and non-fiction genres.  Math Instruction - We will improve math scores by focusing on the use of structured math talks aligned with either Eureka Math 2 or ST Math.
Theory of Action for <b>"Ambitious Instruction"</b>	We believe that if we teach academic vocabulary, comprehension strategies, and text structure through increased access to high interest texts, we will improve test scores, cultivate motivated and confident readers, and establish a lifelong love of literacy in our students.  We believe that students who engage in structured math talks will improve math conceptual thinking and, therefore, improve math scores on NWEA Map math assessments and increase the number of puzzles students complete in ST Math.

## **Essential 2: Effective Leaders**

**Check all that apply:**

- ☐ **Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- ☒ **Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- ☐ **Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- ☐ **Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	In PLC time and in in-service time, we will articulate vertically up and down grade levels and with other departments.
Theory of Action for <b>“Effective Leaders”</b>	We believe that by increasing the time grade levels have to participate in vertical planning and monitor data students will show growth in reading, math, writing, behavior, and MAP testing.

## **Essential 3: Collaborative Teachers**

**Check all that apply:**

- ☐ **Collaborative Practices:** Teachers observe each others’ practice and work together to review assessment data and develop instructional strategies.
- ☒ **Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- ☐ **School Commitment:** Teachers are deeply committed to the school.
- ☐ **Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- ☐ **Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	We will Reconstruct grade level PLCs to emphasize the following <ul style="list-style-type: none"> <li>● Evaluate assessment data from Map/Dibels</li> <li>● Set a semester-long goal for improvement in specific skills - 1 in ELA and 1 in math.</li> <li>● Grade level teams would use Map, ST Math, Reflex Math, and classroom assessments to monitor the progress in PLC meetings</li> </ul>
Theory of Action for <b>“Collaborative Teachers”</b>	We believe that when teachers participate in grade level meetings focused on skill deficits based on data, students will have high levels of success.



### **Essential 4: Supportive Environment**

**Check all that apply:**

- ☐ **Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- ☐ **School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- ☐ **Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- ☒ **Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- ☐ **Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- ☐ **Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

<b>Key Activities</b>	Teachers and students will engage in meaningful interactions through the monitoring of individual and whole class data charts, goal setting, and monitoring progress.
Theory of Action for <b>“Supportive Environment”</b>	We believe when students and staff are engaged in implementing whole class and individual data charts, goal setting and monitoring academic progress, we will achieve our student growth goals.

### **Essential 5: Involved Families**

**Check all that apply:**

- ☒ **Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- ☐ **Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- ☐ **Parent Involvement in School:** Parents are active participants in their child’s schooling.

<b>Key Activities</b>	We will construct a parent involvement process to include the following <ul style="list-style-type: none"> <li>• Parent involvement handbook to outline expectations for parent volunteers and to list possible opportunities</li> <li>• A monitoring system of parent involvement</li> </ul>
Theory of Action for <b>“Involved Families”</b>	We believe by actively engaging families and fostering a collaborative environment, we can significantly enhance trust and relationships within our school community.





## Consolidated School Improvement Plan

### 1. School Profile

<b>Rock Island High School</b>	<b>Mission:</b> Our mission here at Rock Island High School is to empower students to become life long learners and community leaders.	<b>Vision:</b> To be established by the building leadership team.
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### 2. Professional Development

<b>PD Focus Areas</b>	<input checked="" type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Differentiation <input checked="" type="checkbox"/> English Language Arts <input checked="" type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input type="checkbox"/> Special Education <input type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input type="checkbox"/> Other: AVID
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	Goals to be determined by leadership this summer.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input checked="" type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Establish your frequency of Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity SMART GOAL #2</b>	Goals to be determined by leadership this summer.	
Determine Your Measure(s) <b>*Select all that apply</b>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Frequency of your Measure(s) <b>*Select one</b>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

#### 4. Annual Student Growth Goals

<b>Annual Student Growth Goal: ELA</b>	Increasing the number of students in Tier 1 reading/grade level to 60% by May of 2025 based on MAP Readings Scores.
<b>Annual Student Growth Goal: Math</b>	Increasing the number of students in Tier 1 math/grade level to 58% by May of 2025 based upon MAP Math Scores.

#### 5. Key Activities & Theories of Actions Aligned to the 5 Essentials

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	
Theory of Action for <b>"Ambitious Instruction"</b>	

## **Essential 2: Effective Leaders**

### **Check all that apply:**

- ☐ **Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- ☐ **Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- ☐ **Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- ☐ **Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

### **Key Activities**

Theory of Action  
for “**Effective  
Leaders**”

## **Essential 3: Collaborative Teachers**

### **Check all that apply:**

- ☐ **Collaborative Practices:** Teachers observe each others’ practice and work together to review assessment data and develop instructional strategies.
- ☐ **Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- ☐ **School Commitment:** Teachers are deeply committed to the school.
- ☐ **Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- ☐ **Quality of Professional Development:** Professional development is rigorous and focused on student learning.

### **Key Activities**

Theory of Action  
for  
“**Collaborative  
Teachers**”

#### **Essential 4: Supportive Environment**

**Check all that apply:**

- ☐ **Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- ☐ **School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- ☐ **Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- ☐ **Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- ☐ **Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- ☐ **Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

**Key Activities**

Theory of Action for  
“**Supportive  
Environment**”

#### **Essential 5: Involved Families**

**Check all that apply:**

- ☐ **Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- ☐ **Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- ☐ **Parent Involvement in School:** Parents are active participants in their child’s schooling.

**Key Activities**

Theory of Action  
for  
“**Involved  
Families**”



## Consolidated School Improvement Plan

### 1. School Profile

<b>Thomas Jefferson Elementary School</b>	<b>Mission:</b> Create a safe, inclusive, fun and engaging school culture, where all students can be successful and responsible future community members.	<b>Vision:</b> Our school is a community asset where all stakeholders feel welcomed, supported, and valued. All students are provided the necessary support to reach their maximum potential and be successful academically, socially, and emotionally.
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### 2. Professional Development

<b>PD Focus Areas</b>	<input type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input checked="" type="checkbox"/> Special Education <input type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Other: Tier 3 Supports/Processes
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	By December 2025 (MOY), 63% of Thomas Jefferson students will meet or exceed their DIBELS reading growth goal composite score based on MOY data from December 2024.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input checked="" type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input checked="" type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input checked="" type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input checked="" type="checkbox"/> Optional 1: Breakfast Club <input type="checkbox"/> Optional 2: _____
Establish your frequency of Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity SMART GOAL #2</b>	By December 2025 (MOY), 56% of Thomas Jefferson students will meet or exceed their NWEA MAP growth target based on NWEA MAP based on MOY data from December 2024.	
Determine Your Measure(s) *Select all that apply	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input checked="" type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input checked="" type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Frequency of your Measure(s) *Select one	<input type="checkbox"/> Weekly <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

#### 4. Annual Student Growth Goals

<b>Annual Student Growth Goal: ELA</b>	By the Spring of 2025, 65% of our students will meet or exceed our Reading growth goals.
<b>Annual Student Growth Goal: Math</b>	By the Spring of 2025, 65% of our students will meet or exceed our Math MAP growth goals.

#### 5. Key Activities & Theories of Actions Aligned to the 5 Essentials

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input checked="" type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input checked="" type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	<b>English Instruction</b> - Implement a process for Tier 3 instruction within the General Education classroom. <b>Math Instruction</b> - Begin to focus on ST Math as a supportive tool/resource that can drive Tier 2 interventions within the General Education classroom. Based on feedback provided by the Moline School District as provided by Teryl Lamb (ST Math consultant) there is data to support a correlation between 1,000 puzzles completed by a single student and a 4-5 point RIT score increase on NWEA MAP. Thomas Jefferson has created a 1K, 2K, and 3K Club tracking progress weekly for all students and celebrating this milestone. These scores are displayed on a tv outside of the cafeteria for all students to view this achievement.

Theory of Action for “ <b>Ambitious Instruction</b> ”	<p>We believe that by implementing a Tier 3 process like the RTI Breakfast Club model that is aligned both with our Tier 1 (CKLA and EL Education) and Tier 2 curriculum (mClass), we will achieve our school-wide DIBELS growth goal for the 2025-2026 school year.</p> <p>We believe that by focusing our attention on ST Math as a tool for identifying Tier 2 small group support in the classroom aligned with quality Tier 1 curriculum (Eureka K-5, Illustrative 6th grade), as well as celebrating the completion of 1,000 puzzles per student, we will achieve our school-wide NWEA MAP growth goal for the 2025-2026 school year.</p>
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## **Essential 2: Effective Leaders**

### **Check all that apply:**

- ☐ **Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- ☒ **Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- ☐ **Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- ☐ **Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	<p>With our MTSS Team, and using the Breakfast Club criteria to identify students: BELOW the 20th percentile in NWEA MAP ELA BOY WELL BELOW Benchmark in DIBELS BOY do NOT have an active IEP in place or any Tier 3 instruction being progress monitored. Thomas Jefferson will create an instructional skill-based plan for each grade level to be progress monitored (bi-weekly) and executed for 15 minutes 4 days a week (60 minutes per week for a duration of 1 quarter-9 weeks). As of today (4/28/25) approximately 30/290 students fit this criteria (10% of our student population).</p> <p>Within the MTSS Team, a small group will conduct and lead a book study regarding the book, Best Practices at Tier 3 by Rogers, Smith, Buffum, Mattos. This group will be composed of several grade level educators, as well as those from the Special Services department. This cohort will present ideas and validations at our Staff Meetings periodically. All teachers at TJ will receive a copy of this book.</p> <p>Within the MTSS Team, a small group of 3rd-6th grade teachers and Special Services staff, will create and present best practices based on the Lumos Learning IAR grade level test and practice workbooks. Each student will receive a consumable workbook next year.</p>
Theory of Action for “ <b>Effective Leaders</b> ”	<p>We believe that with our MTSS Team creating the Tier 3 instructional plan in conjunction with collective and differentiated learning for our staff, we will increase our cohesiveness based on our overall Staff Satisfaction Survey, more specifically regarding the question, "PD in this building helps me improve my professional practice." Feedback score for this area in the Fall of 2024 was 91.5%.</p>

### Essential 3: Collaborative Teachers

Check all that apply:

- ☒ **Collaborative Practices:** Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.
- ☒ **Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- ☐ **School Commitment:** Teachers are deeply committed to the school.
- ☐ **Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- ☐ **Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	<p>A small cohort from the TJ Way Action Team will create a process for making practice public. This will include classroom visits/observations scheduled throughout the year between grade levels (minimum 2 for the school year). This cohort will set an observation criteria based on the tool that is utilized by administrators for their walkthroughs as well as create a schedule for these visits.</p> <p>Based on a live professional development by the author in February of 2025, all staff members will receive the book, The Road to Awesome by Darrin Peppard. A small cohort stemming from the TJ Way Action Team will lead a book study sharing ideas and validations at Staff Meetings periodically throughout the school year.</p>
Theory of Action for <b>"Collaborative Teachers"</b>	<p>We believe that by making practice public through coordinated and standardized classroom visits/observations as created by members of the TJ Way, in conjunction with a staff book study led by members of the TJ Way, we will increase our overall level of collaboration and support for one another at Thomas Jefferson.</p>

### Essential 4: Supportive Environment

Check all that apply:

- ☐ **Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- ☐ **School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- ☐ **Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- ☐ **Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- ☐ **Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- ☒ **Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

<b>Key Activities</b>	<p>Members of the CST (Campus Safety Team) will continue to meet monthly looking for areas to improve arrival, dismissal, and operations within the building during the school day. Most of the areas of concern this school year have been related to functioning cameras and Love you guys protocols.</p> <p>Create a monthly plan with the CST for next school year regarding all emergency drills and Love You Guys protocols to be practiced.</p> <p>Continue to monitor activities throughout the day as performed by the Building Supervisor and our Student Safety Squad.</p>
Theory of Action for <b>"Supportive Environment"</b>	<p>We believe that by our CST creating a plan of execution for our emergency drills and Love You Guys protocols, in conjunction with our daily safety checks, we will increase overall awareness and response time in a true emergency</p>



### **Essential 5: Involved Families**

**Check all that apply:**

- ☒ **Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- ☐ **Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- ☒ **Parent Involvement in School:** Parents are active participants in their child's schooling.

**Key Activities**

Town Hall Meetings will focus on MTSS as applied to academics and how we utilized this every day here within the school building to reach ALL students  
We will set aside at least one of our Family And Community Engagement (FACE) events next year and focus on ST Math as a tool or resource that will assist our students in achieving their math MAP growth goal.  
A presentation regarding ST Math will take place at one of the Fall Booster Club meetings.  
A copy of the Road to Awesome by Darrin Peppard will be given to the Booster Club officers (President, Vice President, and Treasurer). They will be invited to future conversations regarding this book study led by TJ Staff Members.

Theory of Action  
for  
**"Involved  
Families"**

We believe that by including our Parents/Guardians/Caregivers (PGCs) in our academic conversations (Town Halls, FACE events, Booster Club meetings, and Staff Meetings focused on our Road to Awesome Book Study), we will gather important feedback that will allow us to better accommodate our students.



## Consolidated School Improvement Plan

### 1. School Profile

<b>Thurgood Marshall Learning Center</b>	<b>Mission:</b> To create a learning environment fostering students' belief in their own self-worth and capacity for growth
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### 2. Professional Development

<b>PD Focus Areas</b>	<input type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input type="checkbox"/> Special Education <input checked="" type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input type="checkbox"/> Other: _____
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	During the 2025 - 2026 school year, TMLC will increase positive teacher-parent communication through an effort by each teacher to make at least two positive contact efforts (via phone call, email, or message) per student per semester. Success will be measured using the guardian contact log which teachers complete after each phone call.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input checked="" type="checkbox"/> Optional 1: Call Log <input type="checkbox"/> Optional 2: _____
Establish your frequency of Measure(s) <i>*Select one</i>	<input checked="" type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity SMART GOAL #2</b>	100% of students in regular attendance at TMLC will develop a personalized post-secondary plan, such as enrollment in college, vocational training, military service, or entering the workforce, by participating in at least three structured planning activities (e.g., PACE activities, career assessments, counselor meetings, and goal-setting workshops).	
Determine Your Measure(s) *Select all that apply	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input checked="" type="checkbox"/> Optional 1: Career Survey <input type="checkbox"/> Optional 2: _____
Frequency of your Measure(s) *Select one	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

#### 4. Annual Student Growth Goals

<b>Annual Student Growth Goal: ELA</b>	During the 2024-2025 school year, TMLC will continue to adapt ELA district curriculum to align instruction with the home schools.
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<b>Annual Student Growth Goal: Math</b>	During the 2024-2025 school year, TMLC will continue to adapt the district mathematics curriculum to align instruction with the home schools.
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#### 5. Key Activities & Theories of Actions Aligned to the 5 Essentials

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input checked="" type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input checked="" type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input checked="" type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	Innovative instructional practices focusing on problem solving such as classroom discussions, debates, and group problem-solving
Theory of Action for "Ambitious Instruction"	We believe that by increasing structured critical thinking activities, we will increase our students' problem solving capabilities.

## **Essential 2: Effective Leaders**

**Check all that apply:**

- ☐ **Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- ☐ **Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- ☐ **Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- ☒ **Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	Walkthroughs Informal observations Formal observations Principal talks School wide events
Theory of Action for <b>“Effective Leaders”</b>	We believe school leaders present in the hallways and classrooms build stronger relationships and proactively address concerns prior to negatively impacting learning.

## **Essential 3: Collaborative Teachers**

**Check all that apply:**

- ☒ **Collaborative Practices:** Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.
- ☐ **Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- ☐ **School Commitment:** Teachers are deeply committed to the school.
- ☐ **Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- ☐ **Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	Teachers in each core subject areas (ELA, Math, Science, and Social Studies) will meet monthly to collaboratively develop, implement, and evaluate at least one targeted instructional strategy that addresses the specific learning needs of our struggling students in each of the content areas. Success will be measured by student engagement as documented through participation tracking and student feedback.
Theory of Action for <b>“Collaborative Teachers”</b>	We believe that through developing targeted instructional activities for our struggling students, we will increase their engagement and comprehension of material.

### **Essential 4: Supportive Environment**

**Check all that apply:**

- ☐ **Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- ☐ **School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- ☒ **Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- ☐ **Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- ☐ **Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- ☐ **Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

#### **Key Activities**

School-Wide Titan Time Activities  
 PACE curriculum  
 Community interactions  
 Military career exploration  
 College and trade school visits  
 career assessments  
 counselor meetings  
 goal-setting workshops

Theory of Action for  
**“Supportive  
 Environment”**

### **Essential 5: Involved Families**

**Check all that apply:**

- ☐ **Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- ☐ **Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- ☒ **Parent Involvement in School:** Parents are active participants in their child’s schooling.

#### **Key Activities**

Monthly family and community engagement events  
 Contact Log

Theory of Action  
 for **“Involved  
 Families”**

We believe that increasing positive communication with parents, we will build trust and positive collaboration.



## Consolidated School Improvement Plan

### 1. School Profile

<b>Washington Junior High School</b>	<b>Mission:</b> To prepare all students for college, career and life readiness.	<b>Vision:</b> To provide an opportunity to learn and grow.
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### 2. Professional Development

<b>PD Focus Areas</b>	<input type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Differentiation <input checked="" type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Special Education <input type="checkbox"/> Social Emotional Learning <input checked="" type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Other: Academic Language
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	By June of 2026, the number of WJHS Tier 1 students will increase by 3% by using specific and intentional reading supports and interventions for all students as measured by NWEA MAP.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Establish your frequency of Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity SMART GOAL #2</b>	By June of 2026, the number of WJHS Tier 1 students will increase by 3% by using specific and intentional math supports and interventions for all students as measured by NWEA MAP.	
Determine Your Measure(s) <b>*Select all that apply</b>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Frequency of your Measure(s) <b>*Select one</b>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

#### 4. Annual Student Growth Goals

<b>Annual Student Growth Goal: ELA</b>	By May 2025, the number of WJHS Tier 3 students will decrease by 6% by using specific and intentional reading supports and interventions for all students who are below grade level as measured by MAP.
<b>Annual Student Growth Goal: Math</b>	By May 2025, the number of WJHS Tier 3 students will decrease by 3% by using specific and intentional math supports and interventions for all students who are below grade level as measured by MAP.

#### 5. Key Activities & Theories of Actions Aligned to the 5 Essentials

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input checked="" type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	<ul style="list-style-type: none"> <li>Using common acronyms and routines</li> <li>Copanning with PLC for content accountability</li> <li>Differentiation for EL and SPED students</li> </ul>
<b>Theory of Action for "Ambitious Instruction"</b>	We believe that by the instruction of academic common language we will increase the deepening of understanding and automaticity of academic routines in all classrooms.

## **Essential 2: Effective Leaders**

**Check all that apply:**

- ☐ **Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- ☒ **Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- ☐ **Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- ☐ **Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	PLC data discussions MTSS data discussions Grade level data discussions Monthly staff meetings PLC accountability and data analyzation
Theory of Action for <b>“Effective Leaders”</b>	We believe that by having planned building wide data discussions WJHS students will increase in growth targets and goals as measured by NWEA MAP.

## **Essential 3: Collaborative Teachers**

**Check all that apply:**

- ☐ **Collaborative Practices:** Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.
- ☒ **Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- ☐ **School Commitment:** Teachers are deeply committed to the school.
- ☒ **Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- ☐ **Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	Teachers: Designated time for vertical alignment with teachers across grade levels Dedicated time to discuss the progression of the building goals and/or student growth
Theory of Action for <b>“Collaborative Teachers”</b>	We believe that by allowing teachers time to concentrate on area/standards to better prepare students for the next grade level we will cultivate areas of trust, collaboration and collective responsibility.



### **Essential 4: Supportive Environment**

**Check all that apply:**

- ☒ **Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- ☐ **School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- ☐ **Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- ☐ **Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- ☐ **Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- ☐ **Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

<b>Key Activities</b>	Compass (Suite 360) Weekly SEL lessons Wellness Wednesday PACE activities quarterly REACH organization partnership
Theory of Action for “ <b>Supportive Environment</b> ”	We believe that by continuing to utilize Compass (Suite 360) resources with fidelity and partnering with the ROE 49 organization we will be able to develop a stronger Tier 1 and provide intentional Tier 2 SEL resources for students.

### **Essential 5: Involved Families**

**Check all that apply:**

- ☐ **Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- ☐ **Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- ☒ **Parent Involvement in School:** Parents are active participants in their child’s schooling.

<b>Key Activities</b>	FACE events quarterly Newsletter monthly Remind messages Website/signage Social media
Theory of Action for “ <b>Involved Families</b> ”	We believe that by incorporating additional school/family communication tools we will develop stronger relationships with WJHS families.



## Consolidated School Improvement Plan

### 1. School Profile

<b>Alleman Catholic High School</b>	<b>Mission:</b> Alleman Catholic High School develops a faith lived community by exemplifying gospel values through Catholic education.	<b>Vision:</b> Alleman strives to provide a foundation for the religious, moral, intellectual, emotional, physical, and social development of each individual. Alleman Catholic High School is determined to be a catalyst for change and for growth in service to the Catholic community as well as to society.
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### 2. Professional Development

<b>PD Focus Areas</b>	<input type="checkbox"/> Co-Teaching <input type="checkbox"/> Differentiation <input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input checked="" type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input type="checkbox"/> Special Education <input checked="" type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Other: Student Leadership <input checked="" type="checkbox"/> Other: Planning
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	We will provide leadership development training for students in various extracurricular activities to foster a culture of leadership and involvement.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input checked="" type="checkbox"/> Optional 1: Teacher/Staff Observation <input type="checkbox"/> Optional 2: _____
Establish your frequency of Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity SMART GOAL #2</b>	Teachers will track the learning of every student through multiple measures and review this data by department.	
Determine Your Measure(s) *Select all that apply	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input checked="" type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Frequency of your Measure(s) *Select one	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

#### 4. Annual Student Growth Goals

<b>Annual Student Growth Goal: ELA</b>	
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<b>Annual Student Growth Goal: Math</b>	
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#### 5. Key Activities & Theories of Actions Aligned to the 5 Essentials

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input checked="" type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input checked="" type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	Our building's key activity for the 2025-2026 school year will be to improve teacher effectiveness by providing more teacher training and professional development in the areas of planning, instruction and assessment strategies. This will be monitored by daily/weekly walkthroughs, consistent feedback and goal setting sessions.
Theory of Action for "Ambitious Instruction"	We believe that by increasing teacher training, we will see increased student performance and improved retention.

## **Essential 2: Effective Leaders**

**Check all that apply:**

- ☐ **Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- ☐ **Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- ☐ **Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- ☒ **Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	Our building's key activity for effective leaders is to strengthen our existing building leadership team.
Theory of Action for <b>"Effective Leaders"</b>	We believe that by strengthening our BLT, we will see improved student behavior and teacher buy-in.

## **Essential 3: Collaborative Teachers**

**Check all that apply:**

- ☒ **Collaborative Practices:** Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.
- ☒ **Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- ☐ **School Commitment:** Teachers are deeply committed to the school.
- ☐ **Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- ☒ **Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	Our building's key activity for collaborative teachers is to increase opportunities for common planning time with an adjusted Wednesday early out schedule and using our BLT to plan effective meeting agendas to deliver as needed PD.
Theory of Action for <b>"Collaborative Teachers"</b>	We believe by increasing opportunities for collaboration, we will see improvement in our processes and procedures.

### **Essential 4: Supportive Environment**

**Check all that apply:**

- ☐ **Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- ☐ **School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- ☐ **Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- ☒ **Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- ☒ **Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- ☐ **Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

<b>Key Activities</b>	Our building's key activity for a supportive environment is to enhance our SEL offerings for students and teachers.
Theory of Action for "Supportive Environment"	We believe that by offering improved SEL instruction, we will see more connections between students and staff.

### **Essential 5: Involved Families**

**Check all that apply:**

- ☒ **Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- ☒ **Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- ☒ **Parent Involvement in School:** Parents are active participants in their child's schooling.

<b>Key Activities</b>	Our building's key activity to improve the environment will be to address building needs as a response to feedback from our stakeholders.
Theory of Action for "Involved Families"	We believe that by improving our response to feedback and opportunities for connection, we will continue to increase trust and a feeling of well being in our school.



## Consolidated School Improvement Plan

### 1. School Profile

<b>Jordan Catholic School</b>	<b>Mission:</b> The mission of Jordan Catholic School is to provide students with a Catholic education resulting in graduates who are followers of Jesus, committed to Gospel values, serving others and the recognition and development of their God given gifts and talents.	<b>Vision:</b> At Jordan Catholic every child flourishes in an environment of academic challenge and spiritual growth. JCS challenges students to develop the knowledge, skills, and work habits to succeed. To that end, the entire JCS community is committed to helping each student discover, and realize, his or her potential. It is our goal to give all students the unique opportunity to be educated in a safe, structured, and Faith-based learning environment.
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### 2. Professional Development

<b>PD Focus Areas</b>	<input type="checkbox"/> Co-Teaching <input type="checkbox"/> Differentiation <input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input type="checkbox"/> Special Education <input type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input type="checkbox"/> Other: _____
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	JCS will increase student performance in the areas of Math and Reading by 2% (compared to 24-25 scores) from Fall 2025 to Spring 2026 by providing teachers with PD support and increased collaboration opportunities.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input checked="" type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input checked="" type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input checked="" type="checkbox"/> Optional 1: AIMSweb <input checked="" type="checkbox"/> Optional 2: ALEKS <input checked="" type="checkbox"/> Optional 3: Lalilo
Establish your frequency of Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity SMART GOAL #2</b>	JCS will close the achievement gap as it relates to Title I students in the areas of reading and math by 2-5% from Fall 2025 to Spring 2026.	
Determine Your Measure(s) <b>*Select all that apply</b>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input checked="" type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input checked="" type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input checked="" type="checkbox"/> Optional 1: AIMSweb <input checked="" type="checkbox"/> Optional 2: ALEKS <input checked="" type="checkbox"/> Optional 3: Lalilo
Frequency of your Measure(s) <b>*Select one</b>	<input checked="" type="checkbox"/> Weekly <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

#### 4. Annual Student Growth Goals

<b>Annual Student Growth Goal: ELA</b>	Increase 2% in performance over last year.
<b>Annual Student Growth Goal: Math</b>	Increase 2% in performance over last year.

#### 5. Key Activities & Theories of Actions Aligned to the 5 Essentials

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input checked="" type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input checked="" type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input checked="" type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	Our building's key activity for the school year will be to improve teacher effectiveness by providing more teacher training in the areas of lesson planning, delivering engaging instruction and formative and summative assessment strategies. This will be monitored by walkthroughs, consistent feedback and goal setting sessions.
Theory of Action for <b>"Ambitious Instruction"</b>	We believe that by increasing teacher training, we will see increased student performance and improved retention.

## **Essential 2: Effective Leaders**

**Check all that apply:**

- ☐ **Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- ☐ **Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- ☐ **Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- ☒ **Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	Our building's key activity for effective leaders is to establish a building leadership team.
Theory of Action for <b>"Effective Leaders"</b>	We believe that by establishing a BLT, we will see improved student behavior and teacher buy in.

## **Essential 3: Collaborative Teachers**

**Check all that apply:**

- ☒ **Collaborative Practices:** Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.
- ☒ **Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
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- ☐ **Quality of Professional Development:** Professional development is rigorous and focused on student learning.

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Theory of Action for <b>"Collaborative Teachers"</b>	We believe that by increasing opportunities for collaboration, we will see improvement in our processes and procedures.



### **Essential 4: Supportive Environment**

**Check all that apply:**

- ☐ **Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- ☐ **School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- ☐ **Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- ☐ **Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
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<b>Key Activities</b>	Our building's key activity for a supportive environment is to enhance our SEL offerings for students and teachers.
Theory of Action for <b>"Supportive Environment"</b>	We believe that by offering improved SEL instruction, we will see more connections between students and staff.

### **Essential 5: Involved Families**

**Check all that apply:**

- ☐ **Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- ☒ **Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- ☒ **Parent Involvement in School:** Parents are active participants in their child's schooling.

<b>Key Activities</b>	Our building's key activity to improve the environment will be to address building needs as a response to feedback from our families. This will in turn create a high level of confidence that our goals align with our families' feedback for a clean, well connected building that offers a safe environment for our students.
Theory of Action for <b>"Involved Families"</b>	We believe that by improving our response to feedback and opportunities for connection, we will continue to increase trust and a feeling of well being in our school.