



## School Improvement Plan

School:	Lincoln Elementary School
Year:	2024-2025
Date Completed:	June 1 <sup>st</sup> , 2024
School Board Approval Date:	

School Improvement Planning Team	
Name	Title/Role
Sue Lovdahl	Principal
Jess Brown	First Grade
Karen Fezler	Kindergarten
Allyson Maul	Kindergarten
Ashley Crowder	Fifth Grade
Marcia Mosley	Title One
Dustin Secrist	Dean of Students
Jon Zang	Physical Education
Steph Noel	Special Education

**School Improvement Planning Team Members:**

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

# Continuous School Improvement Model



## Identify local needs (PLANNING YEAR)

- Identify a school leadership team
- Build a stakeholder advisory group
- Conduct a school level needs assessment
- Conduct a root cause analysis
- Present results to the stakeholder advisory group

## Identify local needs (IMPLEMENTATION YEAR)

- Review composition of school leadership team
- Review composition of stakeholder advisory group
- Survey staff on implementation of school improvement plan and future professional development needs



## Plan for school improvement

- Develop a school improvement plan with the following elements:
  - SMART goals
  - Key activities, timelines, and funding sources that address resource inequities, along with people responsible for implementation
  - Local assessment(s) to measure academic progress
  - Monitoring plan that includes all SMART goals



## Select relevant evidence-based practices and interventions

- Confirm evidence-based practices align with ESSA



## Implement and monitor

- Communicate the school improvement plan to all stakeholders
- Implement the school improvement plan
- Monitor implementation and progress toward SMART Goals



## Examine, reflect and adjust course

- Analyze and update the following elements within the school improvement plan:
  - SMART goals
  - Key activities, timelines, and funding sources that address resource inequities, along with people responsible for implementation
  - Local assessment(s) to measure academic progress
  - Monitoring plan that includes all SMART goals

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

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

School Designation	Report Card Year
Comprehensive	2024-2025
Reason for Designation (e.g., CWD, all students, low income)	
All Students	
What other data sources, besides state assessment results, do you have available that will help you analyze the root cause for this designation?	
iReady, Literably, Common Assessments, 5 Essentials, Attendance Data	
Based on the data source review, which areas should be a priority in this school improvement plan?	
<b>Priority 1:</b> Provide High Quality Instruction and differentiation to All students in Reading and Math.	
<b>Priority 2:</b> Improve Chronic Absenteeism.	
Priority 3:	

# The Importance of SMART Goals

## What is a SMART goal and why is it important?

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

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

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

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

SMART Goal Focus	SMART Goal Examples	
English Language Arts (ELA)	The elementary school will increase the percentage of students scoring in the "On Grade Level" range from 16% of students on the spring 2024 benchmark to 45% of students on the spring 2025 benchmark as reported by the i-Ready Diagnostic Results report for reading.	By May of 2025, 35% of all middle schools students will score at or above the 60th percentile on the spring Fastbridge reading assessment.
Math	Middle school students scoring at or above the 61st percentile in math will increase by 5% from fall 2024 to spring 2025 as calculated using the Fastbridge grade level report.	Based on STAR benchmarking data, the total number of students in Grades 2-5 scoring in the high-average or high-performance bands for math will increase from a spring 2024 of 15% to a spring 2025 of 25%.
Chronic Absenteeism	90% of students will meet the expectation of at least 85% present for attendance each month as measured by monthly attendance data.	By spring 2025, we will decrease the number of students who are chronically truant by at least 5% as indicated by a December and May attendance report.
Children with Disabilities (CWD)	By the spring of 2025, 5% of students with disabilities will score at or above the 60th percentile as measured by Aimsweb Plus scores.	By the end of the 2024-25 school year, office discipline referrals for children with disabilities will decrease by 10% from the 2023-24 school year as monitored by referrals in the School-Wide Information System. (SWIS).
English Learners	By the spring of 2025, 70% of English learners will meet their growth targets in English proficiency, as measured by an interim English language proficiency assessment (e.g., WIDA MODEL or LAS Links).	By the spring of 2025, 80% of English learners will meet their Progress to Proficiency target as measured by ACCESS.
Former English Learners	By the spring of 2025, 100% of the former English learners will meet their growth targets as measured by STAR.	
Graduation Rate	Within the four years of their ninth-grade entry date, we will increase the graduation rate from 62% to 69%, as measured by the U.S. Department of Education's Adjusted Cohort Graduation Rate.	Within the four years of their ninth-grade entry date, increase by 15% the number of seniors that complete high school with a traditional diploma by June 2025 as measured by the U.S. Department of Education's Adjusted Cohort Graduation Rate.
9th Grade on Track	By the end of the 2024-2025 school year, 80% of first-time 9th grade students will have earned 5 or more credits without failing more than 0.5 credits in the core subjects.	

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

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

**GOAL #1**

Lincoln Elementary will increase the percentage of students meeting their typical growth goal from 61% on the spring 2024 IReady benchmark to 80% of students on the spring 2025 benchmark as reported by the IReady Diagnostic Results report for Reading.

**Action Plan**

Additional key activities may be added as needed

Key Activities – Focused on <u>adult practices</u>	By whom	Timeline
Key Activity 1: Professional Learning will be provided to improve high leverage practices for All Students with a focus on reading. May include: RTI, small group learning, integrate with prior knowledge, question and discussion, feedback, collective teacher efficacy using the 4 questions..	Learning Partner	All SIP days for the 2024-2025 school year, Weekly Staff Meetings
Key Activity 2: Implement one new high-level practice into classroom instruction each quarter. (Reading focus)	All Staff	Introduce practices quarterly SIP Days or staff Meetings
Key Activity 3: Implement with fidelity the IReady Magnetic Reading curriculum incorporating all instructional materials and routines.	All certified Staff	grade level check- in meetings will occur throughout the 2024-2025 school year,
Key Activity 4: Implement Learning Walks	All certified Staff	2024-2025 School Year
Key Activity 5: Attend RTI at Work Professional Development	All staff	August 5-7 2024

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

IReady and Magnetic Reading, RTI At Work PD, Hattie's Effect Size, weekly grade level plan time, monthly SIP Days

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

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)
Coalition Team Stipend	On-Going	School Improvement Grant
Professional learning to support implementation of new practices	Currently - short-term expenses (this year) will determine future needs after this year.	School Improvement Grant, Title One Funds

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

Input provided by the school selected learning partner.

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

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

**Essential Questions when monitoring the progress of Key Activities:**

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

What does the data tell us about staff practice progress?

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

Key Activity 1: Professional learning to improve evidence-based and high-leverage instructional strategies for ALL students in all instructional settings. (RTI, Small group learning, integrate prior knowledge, classroom discussion/questions, feedback, teacher efficacy.

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

Key Activity 3: Implement with fidelity the IReady Magnetic Reading curriculum incorporating all instructional materials and routines.

Key Activity 4: Implement Learning Walks

Key Activity 5: Attend RTI at Work Professional Development

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

Key Activity 1: Professional Development Schedule/ Professional Development Sign In Sheet

Key Activity 2: Fidelity Checklist/ Administrator Checklist (Magnetic)

Key Activity 3: Fidelity Checklist

Key Activity 4: Learning Walk Schedule/ Fidelity Checklist

Key Activity 5: Professional Development Sign In Sheet

Frequency of Measure(s)	Person(s) Responsible for Updating Data
Key Activity 1: Quarterly	Key Activity 1: S. Lovdahl
Key Activity 2: Quarterly	Key Activity 2: CoalitionTeam/ S. Lovdahl
Key Activity 3: At the conclusion of each learning unit	Key Activity 3: CoalitionTeam/ S. Lovdahl
Key Activity 4: Throughout the 2024-2025 school year	Key Activity 4: CoalitionTeam/ S. Lovdahl
Key Activity 5: Once	Key Activity 5: KZ & TS

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

Key Activity 1 Check-ins	Date: Date:
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	Date:
Key Activity 2 Check-ins	Date: Date: Date:
Key Activity 3 Check-Ins	Date: Date: Date:
Key Activity 4 Check-Ins	Date: Date: Date:
Key Activity 5 Check-Ins	Date: Date: Date:
Do any additions/updates/adjustments need to be made to key activities for Goal #1?	

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

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

**GOAL #2**

Lincoln Elementary will increase the percentage of students meeting their typical growth goal from 54% on the spring 2024 iReady benchmark to 75% of students on the spring 2025 benchmark as reported by the iReady Diagnostic Results report for Math.

**Action Plan**

Additional key activities may be added as needed

Key Activities - Focused on adult practices	By whom	Timeline
Key Activity 1: Professional Learning will be provided to improve high leverage practices for All Students with a focus on reading. May include: RTI, small group learning, integrate with prior knowledge, question and discussion, feedback, collective teacher efficacy using the 4 questions.	Learning Partners	Monthly on SIP Days, Weekly Staff Meetings
Key Activity 2: Implement one new high-level practice into classroom instruction each quarter. (Math focus)	All Staff	Introduce practices quarterly SIP Days or staff Meetings
Key Activity 3: Implement with fidelity the Envision Solve & Share curriculum instructional materials and routines. (Conduct Learning Walks, RTI At Work PD)	All Certified Staff	Monthly grade level check-in meetings with principal, colleagues at staff meetings

Key Activity 4: Implement Learning Walks	All Certified Staff	2024-2025 school year
Key Activity 5: Attend RTi at Work Professional Development	All Staff	August 5-7
What resources do you already have to support executing these key activities?		
iReady and Magnetic Reading, RTi At Work PD, Hattie's Effect Size, weekly grade level plan time, monthly SIP Days		
What (if any) additional expenses are associated with executing this action plan and addressing resource inequities? What funding source will cover these expenses?		
Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)
Coalition Team Stipend	On-Going	School Improvement Grant
Professional learning to support implementation of new practices	Currently - short-term expense (this year) will determine future needs after this year.	School Improvement Grant, Title One Funds
What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)		
CO Guidance on Math expectations- following Priority Standards and Grade Level Decisions or Cover to Cover?		

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

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

Essential Questions when monitoring the progress of Key Activities:

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

What does the data tell us about staff practice progress?

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

Key Activity 1: Professional learning to improve evidence-based and high-leverage instructional strategies for ALL students in all instructional settings. (RTI, Small group learning, integrate prior knowledge, classroom discussion/questions, feedback, teacher efficacy.

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

Key Activity 3: Implement with fidelity the Envision Solve & Share curriculum incorporating curriculum instructional materials and routines.

Key Activity 4: Implement Learning Walks

Key Activity 5: Attend RTi at Work Professional Development

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

Key Activity 1: Professional Development Schedule/ Professional Development Sign In Sheet

Key Activity 2: Fidelity Checklist/ Administrator Checklist (Envision)

Key Activity 3: Fidelity Checklist	
Key Activity 4: Learning Walk Schedule/ Fidelity Checklist	
Key Activity 5: Professional Development Sign In Sheet	
Frequency of Measure(s)	Person(s) Responsible for Updating Data
Key Activity 1: Quarterly	Key Activity 1: S. Lovdahl
Key Activity 2: Quarterly	Key Activity 2: CoalitionTeam/ S. Lovdahl
Key Activity 3: At the conclusion of each learning unit	Key Activity 3: CoalitionTeam/ S. Lovdahl
Key Activity 4: Throughout the 2024-2025 school year	Key Activity 4: CoalitionTeam/ S. Lovdahl
Key Activity 5: Once	Key Activity 5: KZ & TS
Observed Changes/Reflections – Add check-in lines as needed	
Key Activity 1 Check-ins	Date: Date: Date:
Key Activity 2 Check-ins	Date: Date: Date:
Key Activity 3 Check-Ins	Date: Date: Date:
Key Activity 4 Check-Ins	Date: Date: Date:
Key Activity 5 Check-Ins	Date: Date: Date:
Do any additions/updates/adjustments need to be made to key activities for Goal #2?	

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

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

**GOAL #3 – OPTIONAL**

A student is truant under IL law when a student is absent more than 9 school days (5% of regular attendance days) without valid cause. In 2023-2024, our school had 45% of students in the chronic absenteeism category. Our goal is to decrease the overall total chronic absenteeism by at least 20% bringing it to 36% as measured by the December & May reports for the 2024-2025 school year.

244 enrolled 110 truant

**Action Plan**

Additional key activities may be added as needed

Key Activities - Focused on adult practices	By whom	Timeline
Key Activity 1: Truancy Task force will meet biweekly to review the attendance report and report patterns of non-attendance, determine barriers (mental health, transportation, homelessness, etc) & determine next steps.	Principal, Dean of Students, Social Worker, designated teacher/paraprofessional team, nurse	Biweekly
Key Activity 2: For each student absence, communication will be initiated & documented to notify the parent/guardian of the recorded absence and request the reason for absence. After 2 unexcused absences, the assigned staff member will make contact with parent/guardian.	Secretary, assigned staff member, Principal, Dean of Students,	As needed
Key Activity 3: Monthly teams will provide school wide SEL.	All Staff	Monthly
Key Activity 4: Involvement (attendance-based FB posts, family events with purpose)	All Staff	Quarterly

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

Truancy Document maintained by secretary & shared with Truancy Officer, bi-weekly unexcused absence report for truancy task force

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

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)
Positive reinforcement for attendance?		
Budget for wrap around services- clothes, hygiene closet, alarm clocks?		
Home visit stipend (evidence based practice :) ?		

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

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

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

Essential Questions when monitoring the progress of Key Activities:

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

What does the data tell us about staff practice progress?

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

Key Activity 1: Truancy Task force will meet biweekly to review the attendance report and report patterns of non-attendance, determine barriers (mental health, transportation, homelessness, etc) & determine next steps.

Key Activity 2: For each student absence, a phone call will be initiated & documented to notify the parent/guardian of the recorded absence and request the reason for absence. After 2 recorded unexcused absences, the Principal or Dean of Students will call, message, in person contact, email.

Key Activity 3 :SEL component Life Skills (<https://www.attendanceworks.org/resources/exercises/>) resources

Key Activity 4: Community Involvement (FB page, Family events w purpose)

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

Key Activity 1: Skyward Report/ Truancy Document/ Truancy Task Force meeting notes

Key Activity 2: Skyward Report/ Truancy Document/ TTF Student communication logs

Key Activity 3: Monthly SEL plans

Key Activity 4: Sign-In Sheets

Frequency of Measure(s)	Person(s) Responsible for Updating Data
Key Activity 1: Biweekly	Key Activity 1: Truancy Task Force
Key Activity 2: Biweekly	Key Activity 2: Truancy Task Force
Key Activity 3: Monthly	Key Activity 3: Truancy Task Force
Key Activity 4: Quarterly	Key Activity 4: Truancy Task Force

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

Key Activity 1 Check-ins	Date:
	Date:

	Date:
Key Activity 2 Check-ins	Date: Date: Date:
Key Activity 3 Check-Ins	Date: Date: Date:
Key Activity 4 Check=Ins	Date: Date: Date:
Do any additions/updates/adjustments need to be made to key activities for Goal #3?	