

## Washington School Improvement Plan

<b>School:</b>	Washington Elementary School
<b>Year:</b>	2025-26
<b>Date Completed:</b>	May 29, 2025
<b>Local Board Approval Date:</b>	

School Improvement Planning Team	
Name, Title (Role)	Name, Title (Role)
Mary Camerer, Principal	Cathy Tobin, 2nd Grade Teacher
Tracy Thrasher, Dean of Students	Jacob Massey, Special Education Teacher
Heather Smith, Title I Teachers	Emilee Secrist, Title I Teacher
Kaylie Lashmett, Kindergarten Teacher	
Mallory Martin-Beddingfield, 5th Grade Teacher	

### Criteria for Success of the Plan:

- Plan is written clearly and specifically so that it is actionable/measurable in nature
- Plan is focused, so that no more than 3 priorities are executed on for the school year
- Plan covers key components of running a successful school – Academic/SEL/Adult Culture strategy that will drive outcomes for your specific school
- Plan is written realistically accounting for the resources (i.e. people, time, and money) required to execute on it
- Plan meets the criteria/guidance designated for each section
- Those responsible for executing parts of the plan have seen it and are bought in prior to 8/1 submission

[Cont-School-Imp-Model.pdf](#)

### Identifying Needs

After the root cause analysis, identify the needs to be addressed in the school improvement plan.

List the data sources (e.g., IAR, local assessments, attendance, 5Essentials, Illinois Quality Framework and Supporting Rubric) the team analyzed to identify the root cause.

IAR, iReady, 5Essentials, Behavior Data

Based on the root cause analysis, what priorities should be addressed in this school improvement plan?

**Priority 1:** Washington Elementary will improve Tier I instruction to raise student typical growth percentage as reported by the iReady Diagnostic results report for Math. Our buildings annual typical growth was 54% in 2024-25. Our students meeting typical growth in Math will increase from 54% to 80%.

**Priority 2:** Washington Elementary will improve Tier I instruction to raise student typical growth percentage as reported by the iReady Diagnostic results report for Reading. Our buildings annual typical growth was 68% in 2024-25. Our students meeting typical growth in Reading will increase from 68% to 80%.

**Priority 3:** Washington Elementary will improve Tier 1 behavior to increase the percentage of students meeting behavioral expectations as measured by the school-wide PBIS data, reducing office discipline referrals by 10% by the end of the 2025-26 school year. The total number of office referrals as of 2024-25 was 605. Reducing our number of referrals by 10% or 545 office referrals and using Tier 1 behavior strategies will improve instruction.

### Implementation

SMART goals are student-centric, and the Key Activities are adult-centric. There should be one SMART goal for English language arts and mathematics. When determining Key Activities, refer to the data and the problem to address.

### SMART GOAL #1

Washington Elementary will improve Tier I instruction to raise student typical growth percentage from 54% to 80% as reported by the iReady Diagnostic results report for Math.

What is the evidence-based practice identified to address the root cause?

Data use, high leverage practice, student engagement

### Action Plan

Key Activities: Focus on adult practice building staff competency and the infrastructure to implement with fidelity.	Person Responsible	Timeline	Measure (Data Source)	Frequency of Measure
1. Implement teacher teams consistently to create a collaborative environment.	Classroom Teacher, Principal, Dean, Title Teachers , Special Education Teachers	Teachers: weekly Principal: monthly Dean: monthly Title:monthly Special Ed. Teachers: monthly	Teacher Team Forms: <a href="#">Attendance for teacher teams form</a> <a href="#">PLS Plan #1</a> <a href="#">PLS Plan #2</a> Notes: Title will need to be the week before problem solving. Create a calendar at the beginning of the year. Sped will be after school for 3-5 and needs to be put	Fall, Winter and Spring

			on the calendar for teachers	
2. Professional Learning will be provided to improve teacher knowledge and implementation of RTI at Work.	Tabitha Schweer & Kelly Zoellner	August 7, 2025	<ul style="list-style-type: none"> <li>• Complete the RTI Triangle and the steps to follow that triangle</li> <li>• Triangle check-ins</li> <li>• Day 1 (two sessions and time to unpack)</li> </ul>	Fall, Winter, Spring
3. Teachers can identify students' proficiency in priority learning standards.	Classroom Teachers	As priority standards are taught	<ul style="list-style-type: none"> <li>• Team Meetings</li> <li>• Guided Coalition comes up with a tracking plan.</li> <li>• Formative Assessments</li> <li>• Unit Assessments</li> <li>• EOY Assessments (this can look different per grade level).</li> </ul>	Monthly
4. RTI time will focus on reteaching priority learning standards.	Classroom Teachers	Weekly	<ul style="list-style-type: none"> <li>• Team Meetings</li> </ul>	Weekly

			<ul style="list-style-type: none"> <li>• Guided Comes up With a Tracking Plan</li> <li>• Formative Assessments</li> <li>• Unit Assessments</li> <li>• EOY Assessments</li> <li>• Discussion of when to do Math RTI (Tuesday teacher team days)</li> </ul>	
<b>What resources do you already have to support executing these key activities?</b>				
We have the Teacher Team Forms already created. The RTI at Work materials and presenters are prepared. The assessments are created.				
<b>What resources do you need to implement the Key Activities?</b> Create the calendar for the year. Create a tracking plan that the Guided Coalition will use to make sure teacher tasks are completed.				
<b>Associated Expense (Budget Detail)</b>		<b>Possible Funding Source to Support Expenses (e.g., IDEA, Title II, Title I, Title I, Part A, Section 1003)</b>		
Money to Pay Guided Coalition Team for time to meet outside of the regular school day if needed.		Title I		
Possible Envision Training				

District-level Supports
Explain how the DISTRICT will modify its practices and policies to provide operational flexibility that enables full and effective implementation of school improvement plans.
This will not need to occur.
Explain how the DISTRICT will support the school leadership team and ensure that the school is on target in implementing the school improvement plan.
Meet with the principal and/or the Guided Coalition Team to check progress on the goals and activities.

Implementation
SMART goals are student-centric, and the Key Activities are adult-centric. There should be one SMART goal for English language arts and mathematics. When determining Key Activities, refer to the data and the problem to address.
SMART GOAL #2
Washington Elementary will improve Tier I instruction to raise student typical growth percentage from 68% to 80% as reported by the iReady Diagnostic results report for Reading.
What is the evidence-based practice identified to address the root cause?
Data use, high leverage practice, student engagement
Action Plan

Key Activities: Focus on adult practice building staff competency and the infrastructure to implement with fidelity.	Person Responsible	Timeline	Measure (Data Source)	Frequency of Measure
1. Implement teacher teams consistently to create a collaborative environment.	Teachers Principal Dean Title Special Ed. Teachers	Teachers meet weekly. Principal, Dean, Title and Special Ed. Teachers meets with Teachers monthly.	Teacher Teams Form: <ul style="list-style-type: none"> <li>• <a href="#">Attendance for teachers form</a></li> <li>• <a href="#">PLS Plan #1</a></li> <li>• <a href="#">PLS Plan #2</a></li> </ul> Notes: Title will need to be the week before Problem Solving Meetings. Create a calendar at the the beginning of the year. Sped will meet after school for 3-5th and needs to be put on the calendar for teachers.	Fall, Winter and Spring
2. Professional Learning will be provided to improve teacher knowledge and implementation of RTI at Work.	Tabitha Schweer & Kelly Zoellner	August 7, 2025	<ul style="list-style-type: none"> <li>• RTI Triangle and the steps to follow that Triangle</li> <li>• Triangle Check-ins</li> </ul> Notes:	Fall, Winter and Spring

			<ul style="list-style-type: none"> <li>● Get this scheduled ASAP</li> <li>● Day 1 (two sessions and time to unpack)</li> </ul>	
3. Teachers can identify students' proficiency in priority standards.	Classroom Teachers	As priority standards are taught.	<ul style="list-style-type: none"> <li>● Team Meetings</li> <li>● Guided Coalition comes up with a tracking way-needs to be.</li> <li>● Formative Assessments</li> <li>● Unit Assessments</li> <li>● EOY Assessments</li> </ul> <p>Notes: This can look different per grade levels</p>	Monthly
4. RTI time will focus on reteaching priority learning standards.	Classroom Teachers	Weekly	<ul style="list-style-type: none"> <li>● Team Meetings</li> <li>● Guided Coalition comes up</li> </ul>	Weekly



			with a way to track <ul style="list-style-type: none"> <li>• Formative Assessments</li> <li>• Unit Assessments</li> <li>• EOY Assessments</li> </ul>	
<b>What resources do you already have to support executing these key activities?</b>				
We have the Teacher Team Forms already created. The RTI at Work materials and presenters are prepared. The assessments are created.				
<b>What resources do you need to implement the Key Activities?</b> Create the calendar for the year. Create a tracking plan that the Guided Coalition will use to make sure teacher tasks are completed.				
<b>Associated Expense (Budget Detail)</b>		<b>Possible Funding Source to Support Expenses (e.g., IDEA, Title II, Title I, Title I, Part A, Section 1003)</b>		
Money to Pay Guided Coalition Team for time to meet outside of the regular school day if needed.		Title I		
Magnetic Training				
<b>District-level Supports</b>				
<b>Explain how the DISTRICT will modify its practices and policies to provide operational flexibility that enables full and effective implementation of school improvement plans.</b>				
This will not need to occur.				

Explain how the DISTRICT will support the school leadership team and ensure that the school is on target in implementing the school improvement plan.

Meet with the principal and/or the Guided Coalition Team to check progress on the goals and activities.

#### Implementation

SMART goals are student-centric, and the Key Activities are adult-centric. There should be one SMART goal for English language arts and mathematics. When determining Key Activities, refer to the data and the problem to address.

#### SMART GOAL #3

Washington Elementary will improve Tier 1 behavior to increase the percentage of students meeting behavioral expectations as measured by the school-wide PBIS data, reducing office discipline referrals by 10%, from 605 in 2024-25 school year, to 545 by the end of the 2025-26 school year.

#### What is the evidence-based practice identified to address the root cause?

The root cause of inconsistent implementation of behavioral expectations and lack of student engagement in positive behavior systems can be remedied by explicit teaching and reinforcement of behavioral expectations. By consistently teaching, modeling, and reinforcing school-wide behavioral expectations in all settings (classroom, hallway, cafeteria, etc.). It helps to address inconsistent adult responses and student understanding of expectations.

#### Action Plan

Key Activities: Focus on adult practice building staff competency and the infrastructure to implement with fidelity.	Person Responsible	Timeline	Measure (Data Source)	Frequency of Measure
1. Classroom Management Professional Development (Trauma Training, Brain Research, Book Study <i>Fostering Resilient Learners</i> by Kristin Souers and Pete Hall)	<ul style="list-style-type: none"> <li>Dean of Students</li> <li>Principal</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>ODR percentage</li> </ul>	Monthly

**Commented [1]:** In the areas of what...like what are the indicators that you guys score and where students pop out? Where were your high ones last year? Maybe that's your focus.

	<ul style="list-style-type: none"> <li>• School Psychologist</li> <li>• Kelsey Mierzwa, School Social Worker</li> <li>• Special Services</li> </ul>		<ul style="list-style-type: none"> <li>• Observe peers/mentor teachers</li> <li>• ODR expectations</li> <li>• Guidelines for writing ODR's</li> <li>• Logical Consequences</li> </ul>	
2. Regular Data Reviews	All Staff	<ul style="list-style-type: none"> <li>• Monthly for first Quarter</li> <li>• Quarterly after first Quarter</li> </ul>	<ul style="list-style-type: none"> <li>• ODR percentage</li> <li>• Hold monthly meetings to assess data, identify trends, and adjust strategies accordingly.</li> </ul>	Quarterly
3. Targeted Intervention Groups	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Social Worker</li> </ul>	Monthly	ODR Percentage	Monthly
4. Expectations specifically explained to adults and taught to students <ul style="list-style-type: none"> <li>• Teach expectations regularly (use lesson plans to teach behavior expectations -respect, responsibility, safety) across the environments.</li> <li>• Model and Practice - Staff model expected behaviors and give students opportunities to practice them.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Dean</li> <li>• Teachers</li> <li>• Social Worker</li> <li>• Psychologist</li> </ul>	Quarterly	<ul style="list-style-type: none"> <li>• Expectations explained to staff</li> <li>• Expectations explained to students</li> <li>• building walk through where</li> </ul>	

<ul style="list-style-type: none"> <li>• Positive Reinforcement System - using Class Dojo for acknowledging positive behavior.</li> <li>• Data Driven Decisions - Use PBIS Data to identify behavior trends and adjust instruction or supports.</li> <li>• Consistent Consequences - Ensure consistent application of consequences (positive and corrective) schoolwide.</li> </ul> <p>This builds a predictable and positive school environment and promotes consistency among staff and clarity for students.</p>			<p>students are explained expectations at each area (hallway, restrooms, cafeteria, etc.)</p> <ul style="list-style-type: none"> <li>• Expectations posted in hallways and classrooms</li> </ul>	
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#### What resources do you already have to support executing these key activities?

Data Tracking for Behaviors already in place, personnel already in place, Special Services will provide PD,

#### What resources do you need to implement the Key Activities? Purchase books for book study *Fostering Resilient Learners* by Kristin Souers and Pete Hall

Associated Expense (Budget Detail)	Possible Funding Source to Support Expenses (e.g., IDEA, Title II, Title I, Title I, Part A, Section 1003)
Guided Coalition Meetings possibly paying members outside of contract time	Targeted funding
Purchase the books: <i>Fostering Resilient Learners</i> by Kristin Souers and Pete Hall which will support staff in using trauma-informed strategies to strengthen student relationships and belonging.	Title I Funds (purchased on 6/17/25 out of Title I funds)

**Commented [2]:** In the areas of what...like what are the indicators that you guys score and where students pop out? Where were your high ones last year? Maybe that's your focus.

**Commented [3]:** In the areas of what...like what are the indicators that you guys score and where students pop out? Where were your high ones last year? Maybe that's your focus.

District-level Supports
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