

Edison School Improvement Plan 2022

Building Snapshot

School Name	Edison Middle School
School Address	306 W. Green St.
Principal Name	Angela Schoonover

Members of School Improvement Leadership Team

Name	Role
Angela Schoonover	Principal
Kyle Freeman	Associate Principal
Joel Burgener	Assistant Principal
Sonny Walker	Dean of Students
Din Seto	Instructional Coach
Shannon Barkley	Teacher
Jacky Hammond	Teacher
Matthew Budzyn	Teacher
Amanda Cliburn	Teacher

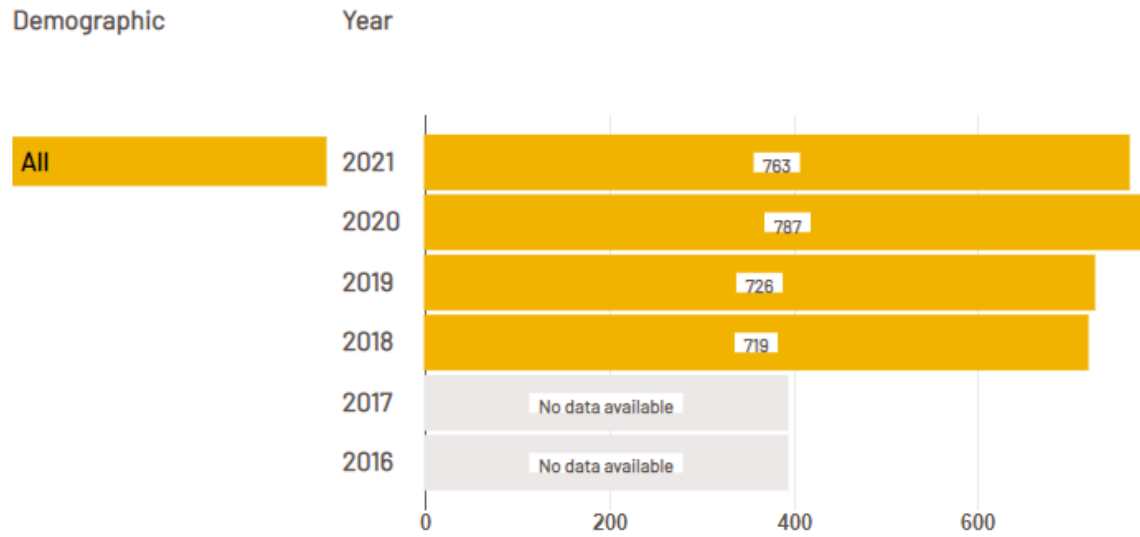
Current ISBE Designation	Targeted
ISBE Designated Student group(s) (choose one or more from: All Students, White, Black, Hispanic, Two or More Races, Asian, Hawaiian/Pacific Islander, Native American, English Learners (ELL), Children with Disabilities (CWD), and/or Low Income)	2019 Targeted- English Language Learners (ELL), Children with Disabilities (CWD), Low Income, Black, Multiracial 2021 Designation not calculated due to COVID 19

2021-2022 SIP Dates

2021-2022 Plan Due	Monitoring Date	Monitoring Date	Monitoring Date	Current plan re-evaluation 2021-2022 Plan Due
Dec 21, 2021	March 20, 2022	July 20, 2022	Nov 20, 2022	Dec ____ 2022
School Improvement Plan Completed	Progress monitoring of goals	Progress monitoring of goals	Progress monitoring of goals	Evaluate and submit new School Improvement Plan

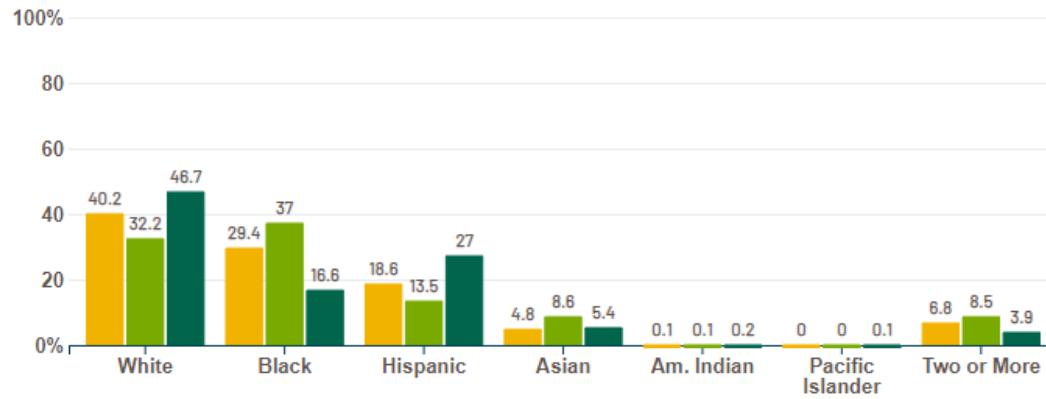
School Data

School Enrollment Data (SY2019-SY2021)

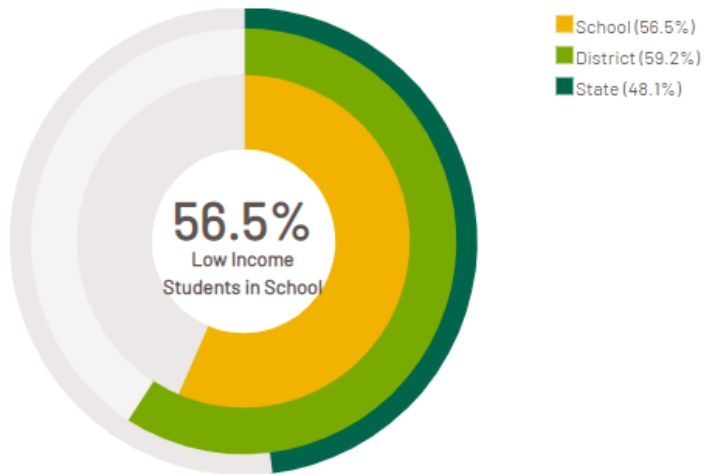


Student Demographic Data SY21-Ethnicity

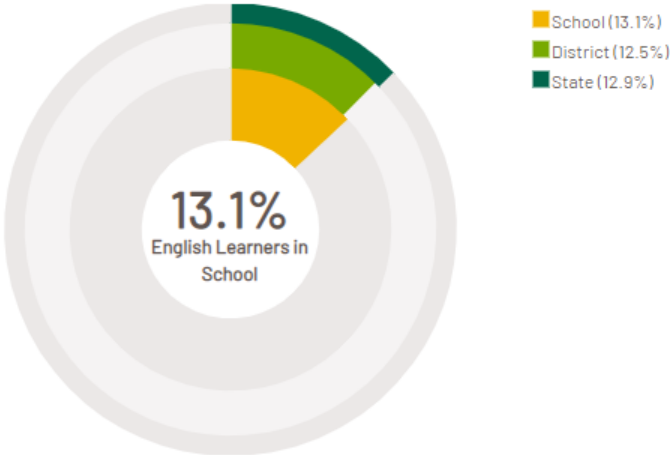
■ School ■ District ■ State



Student Demographic Data SY21-FRL

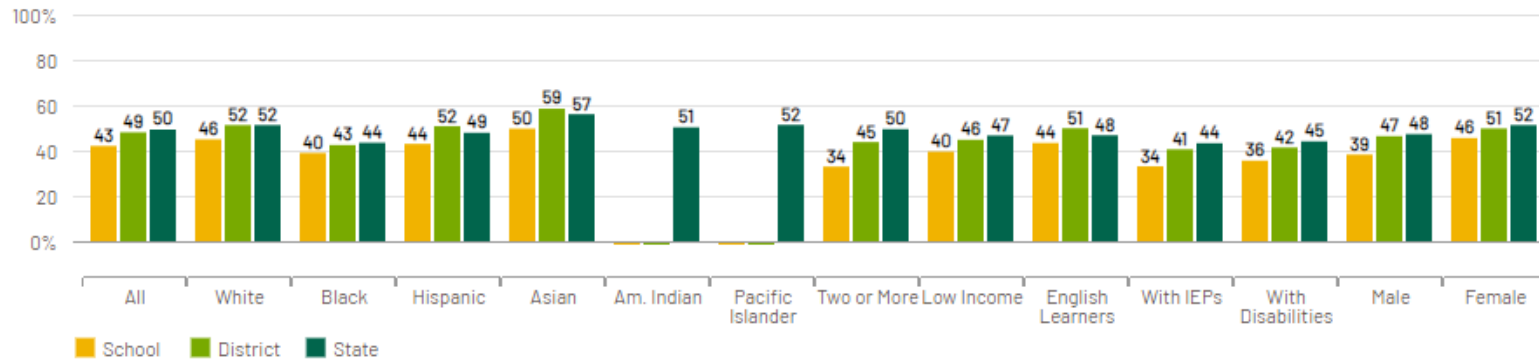


Student Demographic Data SY21-ELL

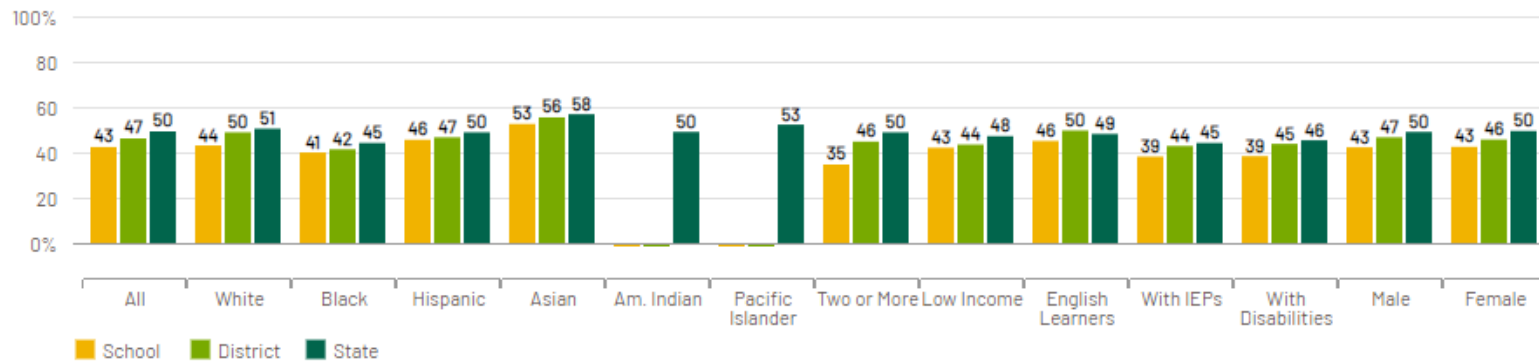


IAR Growth Rates for ELA and Math 1AR (Due to COVID19 and the low percentage of students taking the IAR in 2021SY, we are using 2019SY IAR data)

ELA - 2019



Math - 2019



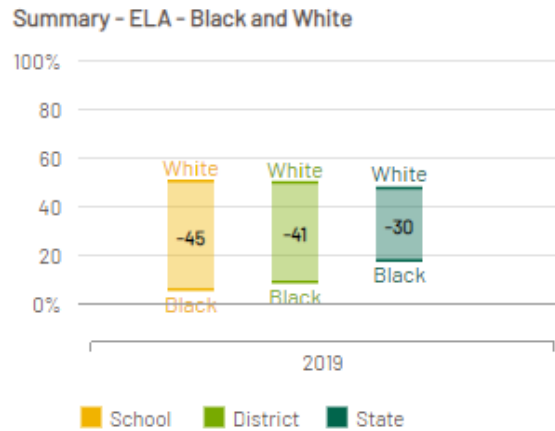
Achievement Gap Analysis

Examine the achievement gaps on the Illinois Report Card. <https://www.illinoisreportcard.com/> (School name--Academic progress--Achievement Gap) **(Due to COVID19 and the low percentage of students taking the IAR in SY21, we are using 19SY IAR data)**

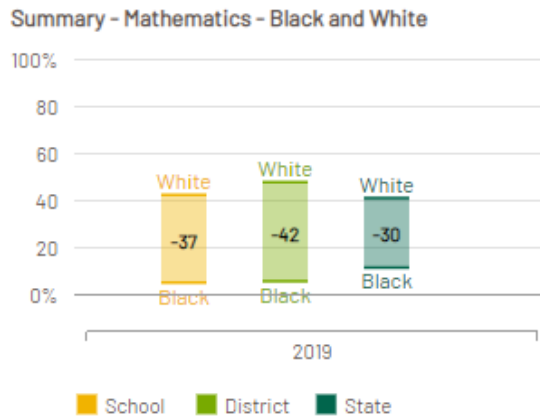
Unit 4 Elementary Schools Achievement Gaps compared to other Unit 4 Elementary Schools. Middle Schools compared to other Unit 4 Middle Schools and Urbana, Springfield, Danville, and Decatur. High School compared to other Unit 4 High Schools and Danville, Urbana, Bloomington, and Decatur.

School	White % Achieve	Black % Achieve	ELA % of Gap between Black/White	White % Achieve	Black % Achieve	MATH % of Gap between Black/White
Edison	50.9	6.4	45	42.8	5.5	37
Jefferson	47.7	8.7	39	36.9	3.8	33
Franklin	43.7	9.5	34	41	3	38
Urbana	31.7	6.5	25	28.3	3.6	26
Stephen Decatur	18.5	5.5	13	6.9	.6	6
Ball Charter	41.8	29.6	12	35.6	17.3	18
Franklin (SP)	60.5	20.2	40	46.1	7.1	39
Grant	26.4	11.5	15	16.8	3.1	14
Jefferson (SP)	15.5	5.1	10	12.1	1.6	11
Lincoln Magnet	71.5	37.7	34	59.1	10.4	49
Washington	14.9	6.2	9	12.2	2.3	10
North Ridge	26.6	7.4	19%	20	2.4	18%

ELA IAR Gap Chart for Black and White Students SY19 (Due to COVID19 and the low percentage of students taking the IAR in SY21, we are using 19SY IAR data)



Math IAR Gap Chart for Black and White Students SY19 (Due to COVID19 and the low percentage of students taking the IAR in SY21, we are using 19SY IAR data)



SPED Achievement Gaps- IAR SY19 (Due to COVID19 and the low percentage of students taking the IAR in SY21, we are using 19SY IAR data)

Content	% of Gap between SPED
ELA	30%
Math	25%

MLL/White achievement gaps (Due to COVID19 and the low percentage of students taking the IAR in SY21, we are using 19SY IAR data)

Content	% of Gap between Emerging Bilingual/White
ELA	50.9%
Math	42.8%

ACCESS Score Report Data 2021

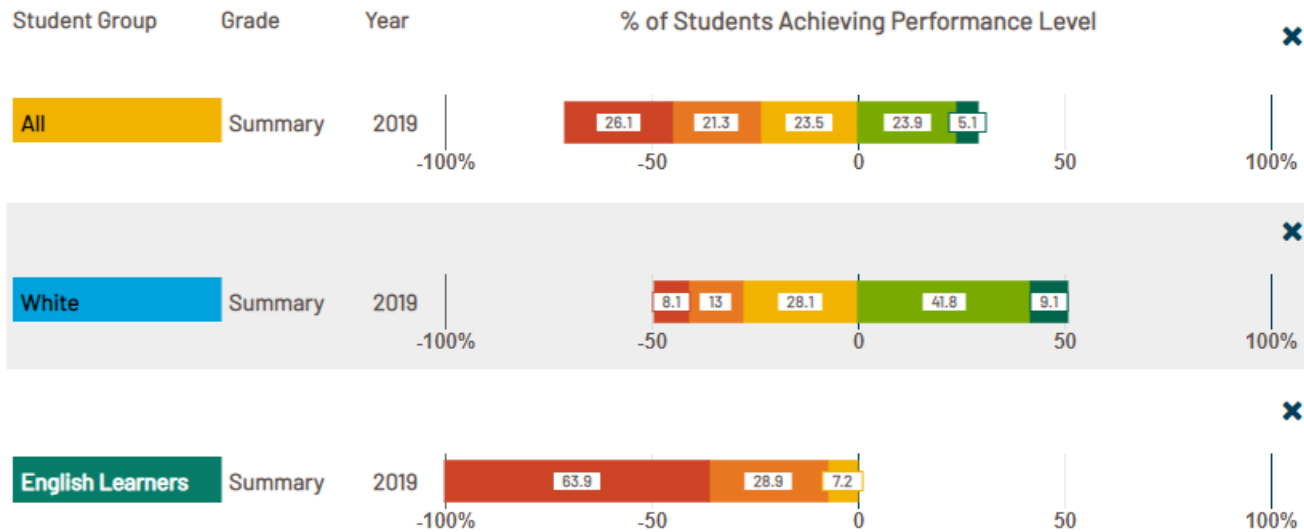
*Due to COVID-19 pandemic only students attending in-person learning were tested on ACCESS. Therefore, percentages below are not accurate for describing the true academic performance of each student group.

IAR Gap Chart for MLL and White Students in Reading (Due to COVID19 and the low percentage of students taking the IAR in SY21, we are using 19SY IAR data)

ELA Mathematics

Years ▾ Grades ▾ Demographics ▾

■ Did Not Meet ■ Partially Met ■ Approached ■ Met ■ Exceeded

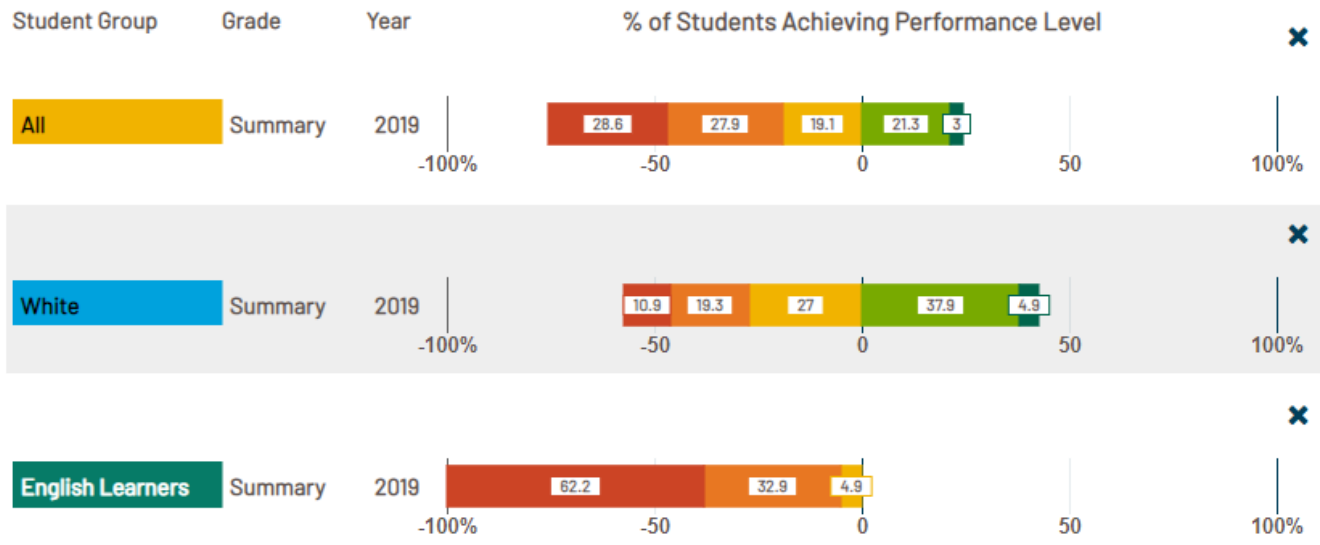


IAR Gap Chart for MLL and White Students in Math (Due to COVID19 and the low percentage of students taking the IAR in SY21, we are using 19SY IAR data)

ELA **Mathematics**

Years ▾ Grades ▾ Demographics ▾

■ Did Not Meet ■ Partially Met ■ Approached ■ Met ■ Exceeded



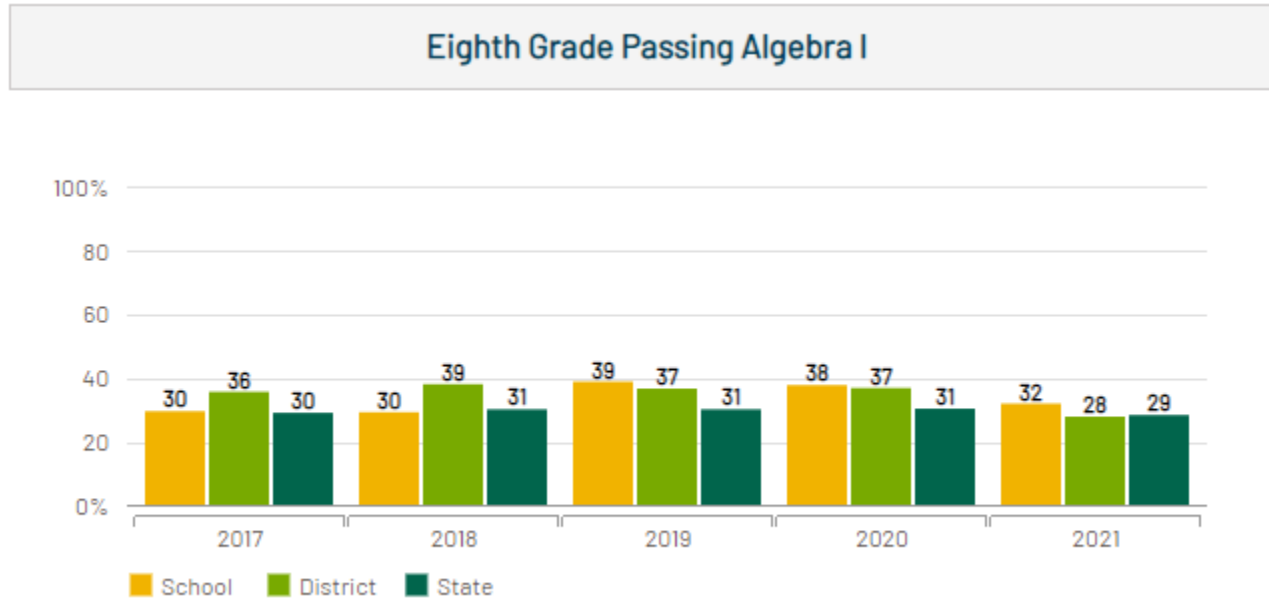
Fall to Winter MAP Growth, Grades 6th through 8th

Edison Middle School Growth, SY17-18 Through 21-22

Mathematics			These charts are all populated based on the number of students that took both the Fall and Winter MAP Tests within each given school year.	Reading		
Met Projected Goal Attainment		Math		Met Projected Goal Attainment		ELA
All Students				All Students		
Students	Year	Percent		Students	Year	Percent
296	2017-2018	46.3%		314	2017-2018	50.2%
368	2018-2019	54.8%		341	2018-2019	51.9%
416	2019-2020	57.2%		419	2019-2020	58.2%
334	2021-2022	50.3%		305	2021-2022	46.0%
African American/Black Students				African American/Black Students		
Students	Year	Percent		Students	Year	Percent
77	2017-2018	42.3%	69	2017-2018	39.0%	
96	2018-2019	51.1%	83	2018-2019	45.6%	
100	2019-2020	48.1%	113	2019-2020	54.9%	
81	2021-2022	46.6%	73	2021-2022	42.2%	
White Students			White Students			
Students	Year	Percent	Students	Year	Percent	
127	2017-2018	48.3%	144	2017-2018	54.1%	
163	2018-2019	58.2%	158	2018-2019	56.2%	
185	2019-2020	62.7%	186	2019-2020	63.1%	
146	2021-2022	50.7%	138	2021-2022	47.8%	
EL Learners			EL Learners			
Students	Year	Percent	Students	Year	Percent	
47	2017-2018	50.0%	36	2017-2018	49.3%	
47	2018-2019	59.5%	35	2018-2019	47.9%	
38	2019-2020	43.7%	31	2019-2020	39.2%	
39	2021-2022	53.4%	38	2021-2022	50.7%	
SPED Students			SPED Students			
Students	Year	Percent	Students	Year	Percent	
28	2017-2018	52.8%	26	2017-2018	48.1%	
38	2018-2019	59.4%	28	2018-2019	43.8%	
34	2019-2020	44.7%	38	2019-2020	50.0%	
33	2021-2022	48.5%	28	2021-2022	43.1%	
Low SES Students			Low SES Students			
Students	Year	Percent	Students	Year	Percent	
155	2017-2018	45.3%	151	2017-2018	46.7%	
193	2018-2019	52.3%	172	2018-2019	48.2%	
215	2019-2020	53.9%	216	2019-2020	55.0%	
116	2021-2022	47.9%	100	2021-2022	41.7%	

Additional Data:

Eighth Grade Algebra I Pass Rates (SY17-SY21)



Data Analysis and Needs Assessment

The Data analysis and needs assessment identifies the schools strengths, weaknesses, opportunities, and threats related to school improvement. An analysis of the data is conducted to identify the root cause of the weaknesses.

Identification of Strengths and Weaknesses

List 3-5 areas of strength from the review of your school data.
What do you do well? Where are your students achieving?

Strengths	Data Source
The percentage of students meeting or exceeding on the IAR for the past two years has been greater than other Unit 4 middle schools (2019 46% vs. 42%) (2018 58% vs. 43%)	Illinois Report Card - Academic Progress IAR
Our Black students achieved at a higher rate (6%) on the Math IAR than Black students across Unit 4 middle schools (3% & 4%) on Math IAR.	Illinois Report Card - Academic Progress IAR
For the past three school years, the percentage of Edison students passing Algebra I in 8th grade has been greater than the district percentage and the state Percentage.	Illinois Report Card

List 3-5 areas of weakness from the review of your school data.
What are you not doing well? Where are your students struggling the most academically?

Weaknesses	Data Source
There is a 45% gap between our Black (7%) and White (51%) students who met or exceeded on the Math IAR and 39% gap between our Black (6%) and White (43%) students who met or exceeded on the ELA IAR.	Illinois Report Card - Academic Progress IAR
The percent of students meeting and exceeding on the IAR for all subgroups is lower than the state average for both Math (24% vs. 32%) and ELA (29% vs. 38%)	Illinois Report Card - Academic Progress IAR

The response rate for Students (81%) and Teachers (63.8%) on the Climate Survey is lower than the state response rate for students (84.4%), and teachers (79.8%)	Illinois Report Card - Academic Progress IAR
The growth percentile for all subgroups in both the Math IAR and ELA IAR is less than the growth percentiles for all subgroups across Unit 4 middle schools and the state.	Illinois Report Card - Academic Progress IAR

SMART GOAL #1 - EQUITY GOAL

School SMART Goal # 1 - 100% of teachers/staff are provided the opportunity to engage in 2-3 differing forms/content of CRT professional development 3 times

OBJECTIVES	ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET) WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?	STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?
<ol style="list-style-type: none"> All teachers, TAs, and clerical staff will participate in differentiated professional development to create a building-wide culturally responsive climate for black students. Identify and remove barriers (systems, practices, and mindsets) to increase engagement/access/trust for our families and students Create a formal document to identify systems of support and formal structures to create safe and equitable spaces for 	<ol style="list-style-type: none"> 100 % of teachers, TAs, and clerical staff will actively engage in 2-3 differing forms and/or content of CRT professional development 3 times. This is evidenced by PD around whole group delivery, content specific small groups, book studies, action-oriented activities, CRT strategies, mindset activities, work-embedded activities, and webinars/modules. 100% of teachers, TAs, and clerical staff participate in PD on LGBTQ+ topics/issues. This is evidenced by PD agendas and staff attendance during PD days. 	<ul style="list-style-type: none"> Baseline data will be collected from students in the form of the Panorama survey and/or other available instruments. Once baseline data is determined, progress will be reviewed. Student Surveys Student Equity Committee Agendas

LGBTQ+ students and their allies. Provide professional development around the system and awareness		
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Actions/Activities to carry out the Objective of the SMART Goal	Indicator of Success/ Data Sources	Person(s) Responsible	Timeline (Specific dates, weeks, quarters, months, semester, year)	Indicator of Implementation To be completed during Progress Monitoring Meetings (March 20, 2022)	Indicator of Implementation To be completed during Progress Monitoring Meetings (July 20, 2022)	Indicator of Implementation To be completed during Progress Monitoring Meetings (November 20, 2022)
1. In Consultation with district administrators, create and/or conduct mandatory and inclusion, equity, and implicit bias training as directed in the Unit 4 Board Resolution	SIP Agendas, Grade Level Agendas	Principal & Equity Committee	Monthly starting in January 2022.			
2a. Based on feedback from focus groups and survey data, develop parent outreach and support opportunities to remove barriers and meet the needs of a diverse student population	Parent outreach agendas	Admin Team, Teachers, Parent Outreach Coordinator	January 2022-May 2022			
2b. Create a Student Equity Committee and hold monthly meetings	Student Equity Committee agendas	Equity Committee	Monthly starting August 2022			

1.A. In conjunction with the SEL Committee, create a Parent Advisory Committee and hold monthly meetings	Parent Outreach Agendas	Admin Team, Parent Outreach Coordinator, Equity Committee, SEL Committee	Monthly starting August 2022			
2d. Identify anti-racism training that can be presented to students during SEL lessons	Yearly SEL Calendar, SEL Lesson Plans	Equity Committee, Teachers, Admin Team	Weekly Starting August 2022			
3a. Elicit feedback from a focus group with staff members, LGBTQ+ students to get feedback about how to best create safe and equitable spaces in our school.	Student Surveys, Prism Agendas	Equity Committee	January 2022-May 2022			
3b. Reach out to community organizations outside the district for supporting professional development for students and staff around LGBTQ+ topics	PD Agendas, Grade Level Agendas	Equity Committee	January 2022-Summer 2022 (PD ideas) PD implementation during fall of 2022			
3c. Look at and make changes to the current Student & Staff handbook to analyze and determine whether it is inclusive to all students (pronouns, etc.) and make changes as determined.	Updated Student & Staff Handbook	Equity Committee, Admin Team	January 2022-May 2022. Changes by Fall 2022			

SMART GOAL #2

School SMART Goal #2

By Spring 2023, 49.5% of Black, 49.3% of MLL, 44.42% of CWD, 51.71% of Low Income, and 61.45% of Multi Racial students will meet the proficiency target in the subject area of ELA on IAR. Additionally, by Spring 2023, 46.45% of Black, 46.73% of MLL, 44.22% of CWD, 49.21% of Low Income, and 58.21% of Multi Racial students will meet the proficiency target in the subject area of Math on IAR.

OBJECTIVES	ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET) WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?	STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?
<ol style="list-style-type: none"> 1. Identify 2-3 high yield instructional strategies connected to Danielson Framework in consultation with the Teaching and Learning Department. 2. Use a social justice lens to identify and remove barriers within systems and practices to increase student engagement in our spaces. 3. Develop systems to support data-based, culturally responsive decision making. 4. Identify approaches that allow for differentiation, student choice, and multiple pathways to student achievement. 5. Use quarterly assessments in reading classes to help drive reading instruction and intervention. 6. Develop a plan for in-house professional development to be accessible for staff after the professional development is over. 	<ol style="list-style-type: none"> 1. 100% of teachers will implement identified strategies in their classroom spaces as evidenced by classroom walkthroughs, students surveys, grade level meetings, and the teachers evaluation process. 2. 100% of teachers will identify barriers in our systems and work to break down those barriers in their classrooms as evidenced by grade level/collab/department agendas, student surveys, student interviews, 3. 100% of teachers will use data to inform their instruction and use that data to properly place students in research based interventions. As evidenced by grade level/team agendas and collaboration agendas. 4. 100% of teachers will implement instructional strategies that allow for differentiation, student choice, and multiple pathways to student achievement as identified by students surveys and interviews. 5. 100% of REading teachers will implement ARC (American Reading Company) with fidelity as 	<ul style="list-style-type: none"> ● MAP Benchmark Testing ● IAR ● Progress Monitoring Data ● Exact Path ● SBG Progress Reports ● Data from district created IAR aligned quarterly assessments will be used to create lessons/learning plans so students will be able to “move up” one or more reading levels each year and improve performance on MAP.

	<p>evidenced by the district created IAR aligned quarterly common assessments followed by data protocol meetings, in addition to informal and formal observations, walkthroughs, and ELA department meeting minute/agenda items.</p> <p>6. 100% of Reading teachers will utilize weekly IAR aligned formative assessments to inform instruction.</p>	
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Actions/Activities to carry out the Objective of the SMART Goal	Indicator of Success/ Data Sources	Person(s) Responsible	Timeline (Specific dates, weeks, quarters, months, semester, year)	Indicator of Implementation To be completed during Progress Monitoring Meetings (March 20, 2022)	Indicator of Implementation To be completed during Progress Monitoring Meetings (July 20, 2022)	Indicator of Implementation To be completed during Progress Monitoring Meetings (November 20, 2022)
1A. Consult with the Teaching and Learning Department to identify and implement 2-3 high yield strategies to be used in all classrooms.	T&L SILT Doc	Din and Angie	Rollout as PD strand twice monthly starting in October 2021 and ending in May 2022. Provide PD and Rollout to all staff in August 2022 for whole			

			school implementation			
1B. Provide opportunities for collaborative group work where students engage in productive and accountable cooperative learning around a task or problem that causes them to engage in rigorous thought processes. (wicor)	50 Walkthroughs completed and data shared	Teachers	Monthly starting in March 2022			
1C. Promote engaging learning experiences that support each student's strengths, needs, and interests (wicor)	50 Walkthroughs completed and data shared	Teachers	Monthly starting in March 2022			
2A. Collect student feedback around classroom practices affecting engagement	Student Surveys, Student Interviews	Teachers	January 2022, December 2022			
2B. Discuss feedback and identify 2 barriers affecting student engagement in the classroom (with Equity Committee)	Agenda Item (glm, team, collab, dept.)	SLAE + Equity Committees	February 2022			
2C. Brainstorm and implement ways to remove these barriers student feedback	SLAE Agendas, grade level agendas	SLAE Committee /Admin Team	March 2022			
3A. Create a data collection tool that houses all student assessment data including, MAP data, IRLA, Reading Common Assessments, & Flex Progress Monitoring Data	Data collection tool	SLAE Committee	May 2022			
3B. Create Data Protocols to examine and respond to academic data.	Written protocols,	SLAE Committee	March 2022			

	grade level agendas	/Admin Team				
4A. Engage in Professional Development for implementing identified high yield strategies in the classroom	1st and 3rd Monday PD Strand Meeting agendas, Peer Observations logs, SIP agendas	PD Strand Teachers	1st and 3rd Mondays through May 2022			
4B. Provide ongoing Professional Development for implementing identified high yield strategies in the classroom	1st and 3rd Monday PD Strand agendas, attendance logs	Din and Angie	1st and 3rd Mondays through May 2022			
4C. Collect student feedback around instructional strategies and discuss in collaborative spaces.	Agenda Item (glm, team, collab, dept.)	Teachers	January 2022, December 2022			
5A. 4th Quarter Reading Common Assessment is administered to all students in reading	Documentation of scores from all students	Admin and ELA I Teachers	Early April 2022			
5B. Data Protocol Meeting is held analyzing 4th Quarter Reading Common Assessment	Documentation of protocol used that includes plans to address the data	Admin and ELA I Teachers	Within 5 days of assessment administration			
5C. Reteaching is provided in reading based on results of 4th Quarter common assessments	Lesson Plans and Observation Data	Admin and ELA I Teachers	Within 10 days of assessment of administration			

5D. Development of 1st, 2nd, and 3rd quarterly ELA I common assessments	Quarterly ELA I common assessments created	Teaching and Learning Coordinators with Admin and ELA I teachers	Completed by August 15, 2022			
5E. Full Implementation of the quarterly ELA I quarterly common assessments	Documentation from all parts of the process	Admin and ELA I Teachers	1st Quarter Common Assessment-October, 2022			

SMART GOAL #3

<p>School SMART Goal #3 By winter 2022, 60% of students will have selected a favorable answer choice to the Sense of Belonging topic on the Panorama Survey.</p>		
<p>OBJECTIVES</p>	<p>ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET)</p> <p>WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?</p>	<p>STUDENT PERFORMANCE MEASURE</p> <p>HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?</p>
<ol style="list-style-type: none"> 1. Create a system of emotional support for staff and families, including the creation of safe spaces for discussion and access to self-care resources and coping strategies. 2. Develop a data-driven system of supports to address the emotional needs of students with a specific emphasis on trauma based supports. 3. Develop age appropriate lessons to address social emotional needs of students based on data and share with staff. 	<ol style="list-style-type: none"> 1. 100% of Adults will utilize the Parent Advisory Committee and be aware of resources regarding self-care and coping strategies. 2. 100% of Adults will use data and learned skills to support student needs centered around trauma-based emotional supports. 3. 100% Teachers will have access to social emotional learning lessons that are culturally and developmentally appropriate. Teachers will continue to add to these lessons throughout the school year. 	<ol style="list-style-type: none"> 1. Student data and family input 2. Student data (Panorama, Student surveys, behavioral data, etc.) will reflect an increase in feelings of community and safety within the school setting. 3. Students will receive instruction addressing their emotional needs. These needs will be implemented based on student discipline data and student surveys.

<p>Actions/Activities to carry out the Objective of the SMART Goal</p>	<p>Indicator of Success/ Data Sources</p>	<p>Person(s) Responsible</p>	<p>Timeline (Specific dates, weeks, months, semester, year)</p>	<p>Indicator of Implementation To be completed during Progress Monitoring</p>	<p>Indicator of Implementation To be completed during Progress Monitoring</p>	<p>Indicator of Implementation To be completed during Progress Monitoring</p>

				Meetings (March 20, 2022)	Meetings (July 20, 2022)	Meetings (November 20, 2022)
1.A. In conjunction with the Equity Committee, create a Parent Advisory Committee and hold monthly meetings	Parent Outreach Agendas	Admin Team, Parent Outreach Coordinator, Equity Committee, SEL Committee	Monthly starting August 2022			
1.B. Include SEL updates Monthly in staff/parent newsletters/emails.	Monthly Emails	Schoonover & Freeman	Monthly			
1.C. Create monthly group/self care support for staff to engage in (i.e. staff circles, meditation, yoga, support pods etc.)	List of monthly activities	SEL Committee Support Service	Monthly starting in January 2022			
1.D. Incorporate mindfulness activities during SIP day activities as either a stand alone training/activity, or in conjunction with other topics being presented.	PD Agendas	SEL Committee PD Committee	August, October, January, March & May SIP SY22 & SY23			
2.A. Generate a list of lessons that will be readily available for teachers in the case of a traumatic event within the school or community setting.	List of lessons	SEL Committee	One set of lessons by May 2022, Reevaluate Additional lessons needed by December 2022			

2.B. Create a building trauma team to help support staff in support students in response to community/family/societal events	Trauma team and response notes/documentation	SEL Committee	Created by March 2022			
2.C. Provide professional development opportunities around student traumatic response/behavior for staff.	SIP Agenda	SEL & PD Committee	SY 2022-August & October are completed. January, May SIP			
3.A. Generate a list of lessons or resources to supplement Second Step lessons that are deemed not culturally relevant or developmentally appropriate for our student population.	Teacher feedback and resource document	SEL Committee	One set of lessons by May 2022, Additional lessons by December 2022			

Unit 4 Strategic Plan and Board Resolution Non-Negotiables Annual Confirmation

School SIP team that promotes shared leadership in development of the SIP	SIP Plan that has 2-3 SMART goals with action steps	Fully developed Equity Goal that includes mandatory diversity and inclusion, equity, and implicit bias training	K-2 Literacy Plan incorporated in the SIP plan for elementary schools	Implementation of 2-3 high yield instructional strategies
Yes	Yes	Yes	N/A	Yes

BUDGET

Description	Timeline		Source of Funds	Accountability	Budget				
	Start Date	Completion Date			What funding source is being used? (Choose from: Title II, SIP, Building Budget, Magnet, or Other- if Other indicate the budget)	Person(s) Responsible	Salary Stipend or Sub costs	Benefits (x .2501)	Supplies (allowable for SIP grant and magnet grant schools otherwise building funds will be used)
Tasks to accomplish the specific actions of the plan.									
School Improvement Team Committee and Subcommittee Chair Stipends (Leave)									
Focus groups and parent outreach opportunities	January 2022	August 2022	SIP Family	Equity, SLAE & SEL Committee			\$500		\$500

Reading Team Facilitator (up to 107 hrs)	Fall 2022	May 2023	SIP Professional Development	Principal	\$3478	\$870			\$4338
PBS Committee Chair (up to 40 hrs)	Fall 2022	May 2023	Building	Principal	\$1300	\$325			1626
Summer & Fall 2022 SEL Writing (5 teachers @ 10 hrs)	Summer 2022	December 2022	SIP Professional Development	Admin Team	\$1625	\$407			\$2032
Monday PD Facilitators (4 teachers @18 hrs)	Fall 2022	May 2023	SIP Professional Development	Admin Team	\$2340	\$585			\$2925
Parent Outreach Coordinator (1 teacher @ 40 hours)	Fall 2022	May 2023	SIP Professional Development		\$1300	\$325			\$1626
TOTAL									\$11,421

ADDITIONAL SCHOOL SPECIFIC INFORMATION

System Needs Assessment Response

This section is only for schools designated as underperforming or lowest performing from ISBE's summative designations.

Complete the Illinois Quality Framework Supporting Rubric on IWAS.

Summarize your findings from the Illinois Quality Framework Supporting Rubric (The IQFSR was not required this year but we chose to complete it in our building. The focus directly links to Goal 3)

Standard	Overall Rating	Identified as a priority? (Choose Y/N)
Standard I: Continuous Improvement	Accomplished	No
Standard II: Culture and Climate	Emerging	Yes
Standard III: Shared Leadership	Accomplished	No
Standard IV: Governance, Management, and Operations	Accomplished	No
Standard V: Educator and Employee Quality	Emerging	Yes
Standard VI: Family and Community Engagement	Emerging	Yes
Standard VII: Student and Learning Development	Emerging	Yes

Provide a rationale for selecting the standard identified as a priority, explaining how focusing on the standard will improve the school system. (The Goal for the IQFSR was not required this year but we chose to complete it in our building. The focus directly links to SMART Goal 3 above)

The standards that have a yes next to them are standards that we will give highest priority to. Our IQFSR focus is on Standard 2. We are focusing on this goal because outside of academic achievement, it will most likely have the biggest impact on our students' social emotional well being. This focus can be supported through collaborative environments during and after our school day as well as through school improvement days. There will be a strong emphasis on data and data analysis through team collaborations as well as a strong emphasis on Culturally Responsive Education and Social Emotional Learning through grade level meetings, content and flex collaborations, first and third Monday meetings, and SIP days.

Additional information that School Improvement Leadership Team would like to include in the plan (example Magnet)