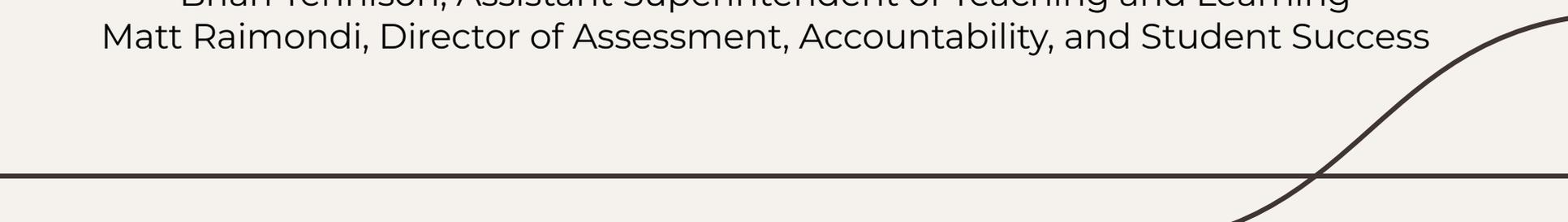# School Improvement Plans 2025-2026

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Grant Requirements for Schools in Comprehensive and Targeted Status

- ❏ Targeted or comprehensive status is for four years.
  - ❏ Targeted schools must have custom goals and plans for the identified student groups.
- ❏ Budgets are aligned with School Improvement Plans (SIP).
- ❏ **SIP are approved by the local Board of Education on an annual basis.**
- ❏ **Plans must also be approved by the Illinois State Board of Education (ISBE) annually.**

Summary of School Status for 2025-2026

	Planning Year	Implementation Year 1	Implementation Year 2	Implementation Year 3	New status required (Year 4)
Targeted	New schools possibly released in October	Harriet Gifford Laurel Hill	McKinley Century Oaks Washington Clinton Heritage Oakhill	Kimball Coleman Huff Lords Park Highland Hillcrest Lowrie	No schools
Comprehensive	New schools possibly released in October	Creekside	Abbott Canton Larsen Tefft Channing O'Neal Parkwood	Ellis	No schools

Updated SIP Template

- Aligned to new Strategic Plan **Goal 1** Building Early Academic & Social-Emotional Foundations, **Goal 2** Safety, Sense of Belonging, & Inclusion **Goal 3** of Academic Growth and Mastery and Instructional Vision as seen on the right
- To support schools the assessment office provided complete examples on the SIP plan.
- Provided menu for effective teaching and engaging learning. (high impact teaching practices)

Student Outcome Goals

Box 1
Annual Student Numeracy SMART Goal

SMART Goal that aligns to state assessments.

In collaboration/partnership with all staff, [goal percentage] of all [school name] students, and [goal percentage] of [identified subgroup], will earn a level 4 or higher and all students will demonstrate an average growth percentile of 55 or greater as measured by the spring 2026 IAR assessment.

Box 2
Numeracy Student Impact Goal

This is the annual impact goal from our U-46 progress monitoring metrics.
Please select one of the following areas of focus:
- Common Assessment Scores
- Universal Screener Scores
- Student Grades

80% of students will achieve a 3 or higher on all district common assessments in Math
(For skills that are repeatedly tested, like fluency in K - 3, we want 100% of students to be at a 3 or higher by the end of the year)

Selecting and seeing improvement in any 1 of these areas will positively impact the larger goals.
Which area of work would you like to use to drive discussions around data and ongoing success in your building?

Accountability

Box 4
Priority Teaching Practices

For this section identify 1 - 3 Priority Teaching Practices that you will use to move from your current reality to your identified goal in box 1. Please explain why each practice was selected and how you believe it will impact this specific goal. Cite the evidence (ie ESSA Tier of Evidence, Hattie effect size, etc.) you are using to select this practice. We have curated a list of recommended strategies that connect to the work from IE, AVID, or other HITS that we are able to support. Please consider using one of these practices

1. **Deliberate Repetition Practice (K - 3)**
   a. We have selected this practice as we believe that it will support our area of need in Fluency. We will work on this in our classrooms through an increase in fluency practice through additional math sprints and fluency centers
   b. The evidence to support this practice is:
      i. **Repetition/Practice** has an **effect size of 0.71** and **Mastery Learning** has an **effect size of 0.58**
      ii. Fluency is a key area of focus in numeracy because it reduces cognitive load, freeing up working memory for higher-order thinking, increases speed and accuracy in problem-solving, and supports confidence and fluency in complex math tasks.

2. **Number Talks/Math Talks (All Grades)**
   a. We have selected Number Talks/Math Talks as a priority teaching practice because it supports our goal of improving fluency and increasing students' ability to think through and discuss their strategies in math. This practice will be implemented in our classrooms through short, structured discussions (5-15 minutes) where students solve computational problems mentally and explain their reasoning.
   b. The evidence to support this practice is:
      i. **Math Talks** have an **effect size of 0.82**
      ii. Math Talks support how students think and reason and their ability to do mental math. These practices enhances deep understanding through verbal explanation, improves mathematical reasoning and confiden and support academic vocabulary and language acquisition

Monitoring Year Long

	Box 6 — Numeracy 45-Day Plan Overview			
	Days 0-45 Dates: 8/11/25-10/15/25	**Days 46-90** Dates: 10/16/25-12/19/25	**Days 91-135** Dates: 1/6/26-3/11/26	**Days 136-180** Dates: 3/12/26-5/20/26
Priority Teaching Practice Overview	**Deliberate Repetition -** All K - 3 teachers will have centers that practice fluency during their math rotations; all K - 3 teachers will complete at least 2 math sprints each week; PL for K-2 on the Number Talks version of Math Talks. **Math Talks -** PL for the staff on this practice	**Deliberate Repetition -** All K - 3 teachers will have centers that practice fluency during their math rotations and be implementing Number Talks; all K - 3 teachers will complete at least 2 math sprints each week **Math Talks -** Scheduled time with network instructional coach available to all staff to support this practice; goal for this 45 days is that all teachers use the SIP created lesson about Math Talk Structures to teach their students about Math Talks and work up to 2 math talks per week by the 12/19	**Deliberate Repetition -** All K - 3 teachers will have centers that practice fluency during their math rotations and be implementing Number Talks; all K - 3 teachers will complete at least 2 math sprints each week **Math Talks -** Staff meeting focused on how this is going. Goal of refining and continuing math talks 2 times per week in the mini-lesson section of the workshop	**Deliberate Repetition -** All K - 3 teachers will have centers that practice fluency during their math rotations and be implementing Number Talks; all K - 3 teachers will complete at least 2 math sprints each week **Math Talks -** Ex___ per week

Box 6
Numeracy 45-Day Plan Overview
(What will you implement in 45-Day increments to accomplish your annual goals with sustainability?)
All 45-day boxes are to be filled out initially with clearly identified teacher practices. There needs to be connection and flow between how the work will progress between the 45-day time periods.

Monthly Monitoring

Box 8a U-46 Universal Monthly Monitoring Data		
Please complete this form at the end of each month. *Helpful Hint: Set up a calendar invite with the link to the form so you don't forget and it's easy to access*		
Box 8a Part II Additional Monitoring Tools of Teaching Practices from Box 5 (Questions from the Math Achievement Action Walk or Data from site-created observational tools should be captured here)		
	August	**September**
Additional Monitoring tool of Teaching Practice identified in Box 5		
Additional Monitoring tool of Teaching practice identified in Box 5		
Reflection on Progress at the End of 45 Days (Required)		
	Select status at the end of 45 days:	Provide your explanation here:
Overall - At the end of these 45-Days, are you on-track for your Numeracy Annual Student Impact Goal(s) (Box 2)?	Not Assessed	
Overall - At the end of these 45-Days, are you on-track for your Numeracy Annual Instructional Implementation Goal(s) (Box 5)?	Not Assessed	

1003a School Improvement Budget Overview

Major Expenses

Hourly for staff to implement the SIP and attend PL	$320,000
School Improvement Leadership Team Stipends	$240,000
Salaries & Benefits for staff buyouts	$90,000
ISBE Learning Partner Services - Kane	$87,000
Substitutes	$40,000
ISBE Learning Partner Services - AVID	<$35,000
ISBE Learning Partner Services - CEC	<$35,000
ISBE Learning Partner Services - Capturing Kids Hearts	<$35,000

Current Actions to Address Disproportionalities

Executive Directors meet with each individual principal to develop action plans to address data gaps–currently in progress.

Reflection data templates developed and provided by Assessment office to support planning meetings.

New curriculum, resources, and assessments aligned to state assessments to be fully implemented this school year.

Next Steps

Monthly Monitoring and Support

- Schools in status attend monthly SILT meetings with ESC Support
- Regular check-ins with Executive Directors for monitoring data
- Assessment & Accountability supports by training school data coaches and monthly meetings with schools and administrators

Quarterly Monitoring and Support

- Schools adjust their 45-day plans in response to implementation outcome progress

Annual Monitoring and Support

- ❏ Schools in targeted or comprehensive status must submit detailed budgets aligned with their SIP.
- ❏ SIP are approved by the local Board of Education on an annual basis.
- ❏ Plans must also be approved by ISBE within the application for the Title I Section 1003(a) grant funding.