

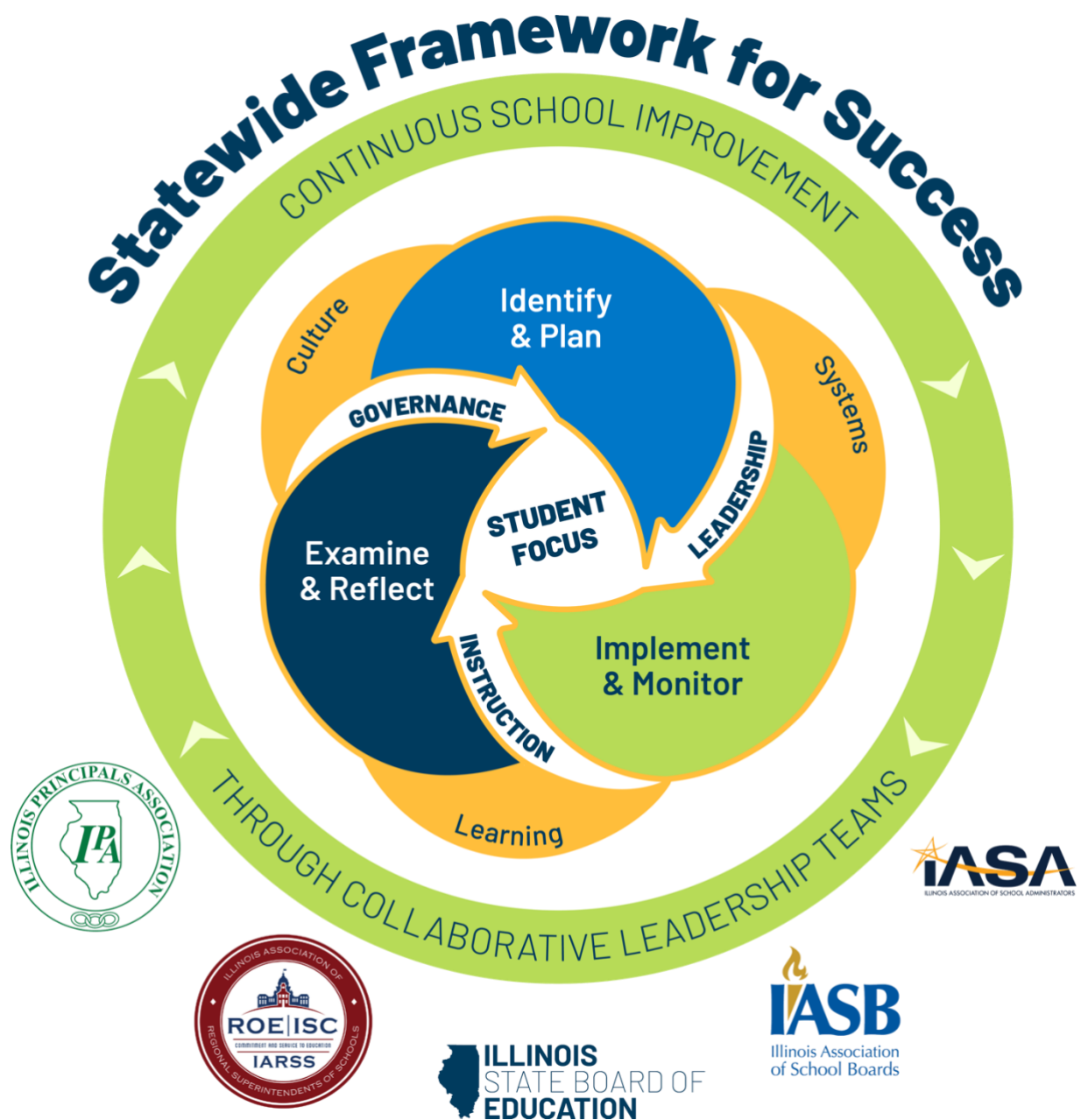
School Improvement Plan

School	Year	Date Completed	Local Board Approval Date
Pleasant Hill Elementary	FY27	06/23/2026	07/14/2026

School Improvement Planning Team	
Name	Title/Role
Kylee Orr	Superintendent
Beth Arnold	Special Education Coordinator
Ryan Lowe	High School Principal
Spencer Boren	Dean of Students
Jenna Simonsen	Elementary Parent / High School Math Teacher
Shannon Davis	Jr. High Math Teacher
Janessa Damon	Jr. High Science Teacher / ELL Teacher
Dana Collard	Fifth Grade Teacher
Daloris Picone	Kindergarten Teacher
Carrie Wilson	Special Education Teacher

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)



To learn more about the Statewide Framework for Success, view the [fact sheet](#).

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
Targeted	2024
Reason for Designation (e.g., CWD, all students, low income)	
CWD, low income	
What other data sources, besides state assessment results, do you have available that will help you analyze the root cause for this designation?	
NWEA MAP Growth Assessments SWIS Behavior Referral Data Student Attendance & Chronic Absenteeism Data 5 Essentials Student, Parent, and Teacher Survey Results IQFSR PLC Data Discussions Curriculum Implementation and instructional practice reviews	
Based on the data source review, which areas should be a priority in this school improvement plan?	
Priority 1: Academic Excellence	
Priority 2: Family Engagement	
Priority 3: Future Readiness	

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
Definition	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.
Guiding questions	Answer the "W" questions: • Who should be involved? • What do we want to accomplish? • When do we want to accomplish the goal? • Where will the goal have an impact? (school, grade level, department) • Why do we want to accomplish the goal? • Which requirements or constraints could influence the goal?	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?

To learn more about The Importance of SMART Goals and examples, view the [fact sheet](#).

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

Part 1: Increase reading growth from the 42nd percentile to the 50th percentile by Spring 2027 as measured by the NWEA Map Growth Assessment.

Part 2: Increase math growth from the 43rd percentile to the 50th percentile by Spring 2027 as measured by the NWEA Map Growth Assessment.

Action Plan

Additional key activities may be added as needed

Key Activities – Focused on <u>adult practices</u>	By whom	By when
Provide ongoing professional development and job-embedded coaching focused on cooperative learning, evidence-based instructional practices, classroom management, and student engagement to strengthen Tier 1 instruction in all classrooms.	Administration, ROE #1 SEL Hub Coach, Teachers	Monthly (Aug. 2026-May 2027)
Implement a district-wide cycle of learning walks, instructional feedback, and Professional Learning Community meetings to analyze classroom practices, share effective instructional strategies, and strengthen instructional consistency across grade levels.	Administration, Instructional Leadership Team, Teachers	Monthly (August 2026-May 2027)
Conduct regular data dives using NWEA MAP, classroom formative assessments, and progress-monitoring data to identify student needs, evaluate instructional effectiveness, and adjust Tier 1 instructional practices and interventions	Administration, Teachers, PLC Teams	Following each benchmark window and monthly PLC meetings

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

Monthly School Improvement Days, PLCs, District Leadership Team, ROE Professional Learning Partnership, NWEA MAP Growth Assessment System and other data resources, Established data review process through School Improvement Day Meetings

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)
ROE #1 Fee For Service Instructional Coaching	Ongoing Investment	Tracy Family Foundation Capacity Building Grant, Title I 1003
Substitute Teachers for learning walks, PLC Meetings, curriculum articulation, and data dives	Short-term expense	Title I 1003
Teacher Stipends for School Improvement Plan Implementation (Collaborative Planning, curriculum alignment, and data analysis outside the contractual day)	Short-term expense	Title 1003

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)

The district will partner with Regional Office of Education #1 to provide instructional coaching, professional learning, and technical assistance to support implementation of the School Improvement Plan. Additional support will be provided through collaboration with special education staff, district leadership, and teacher PLCs to ensure consistent implementation of evidence-based instructional practices across all grade levels.

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:

Key Activity 2:

Key Activity 3:

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

Key Activity 1:

Key Activity 2:

Key Activity 3:

Frequency of Measure(s)

Person(s) Responsible for Updating Data

Key Activity 1:

Key Activity 1:

Key Activity 2:

Key Activity 2:

Key Activity 3:

Key Activity 3:

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:
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

Increase parent perceptions of communication, involvement, and influence from 49 to 54 by Spring 2027 as measured by the 5Essentials Parent Survey.

Action Plan

Additional key activities may be added as needed

Key Activities - Focused on adult practices	By whom	By when
Key Activity 1: Establish a Parent Advisory Committee to provide ongoing feedback on school improvement initiatives, communication, and family engagement efforts.	Administration	September 2026; meet quarterly
Key Activity 2: Implement a district-wide family communication plan that includes regular updates on student learning, curriculum, assessment results, and ways families can support learning at home.	Administration and Teachers	Beginning August 2026; ongoing
Key Activity 3: Provide family engagement events focused on academic learning, literacy, mathematics, and college/career readiness to strengthen partnerships between home and school.	Administration, Teachers, Support Staff	At least one event each semester

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

Remind Communication Platform, District Website and social media platforms, parent-teacher conferences, weekly school newsletter, Teacher Ease student information system and grade reporting tools, monthly family engagement events, parent survey results, school improvement team, PLCs, ROE 1 resources & support

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)
Parent engagement events and family academic nights	Ongoing investment	Title I
Family literacy and math take-home resources	Ongoing investment	Title I
Parent communication materials, printing, and translation services (as needed)	Short-term expense	Title I
Parent Advisory Committee meeting materials and refreshments	Short-term expense	Local 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)		
The district will work with Regional Office of Education #1, district leadership, teachers, and community partners to strengthen family engagement and communication. Support will be obtained through professional learning, shared resources, and regular feedback from families and the Parent Advisory Committee.		

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:

Key Activity 2:

Key Activity 3:

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

Key Activity 1:

Key Activity 2:

Key Activity 3:

Frequency of Measure(s)	Person(s) Responsible for Updating Data
Key Activity 1:	Key Activity 1:
Key Activity 2:	Key Activity 2:
Key Activity 3:	Key Activity 3:
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:
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

Increase School-Wide Future Orientation from 26 to 35 by Spring 2027 as measured by the 5Essentials Survey.

Action Plan

Additional key activities may be added as needed

Key Activities - Focused on adult practices	By whom	By when
Teachers will implement student goal-setting and data conferences using NWEA MAP and classroom data to help students monitor progress and connect academic growth to future goals.	Teachers and Administrators	Three times a year following each MAP benchmark
Staff will embed career awareness, college readiness, and real-world connections into classroom instruction across all grade levels through intentional lesson planning and cross-curricular activities.	Teachers and School Counselors	Ongoing throughout the 2026-2027 school year

The district will expand opportunities for career exploration, postsecondary awareness, and family engagement by coordinating career speakers, career pathway activities, college and career events, and community partnerships.	Administration, School Counselor, Teachers, Community Partners	Throughout the 2026-2027 school year
What resources do you already have to support executing these key activities?		
School Counseling Program, Existing Career Exploration and college readiness activities, local employers and guest speakers, Illinois Pace Framework, Dual Credit, Career and Technical Education (CTE), and Work-Based Learning opportunities, 5Essentials Survey data, School Improvement Team, District leadership and teaching staff		
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)
Career exploration activities, career speakers, and postsecondary awareness events	Ongoing investment	Perkins, Local Funds
College and career readiness materials and student goal-setting resources	Short-term expense	Title I
Transportation for career exploration activities and work-based learning experiences	Ongoing investment	Title I and/or Local Funds
Professional learning for staff on the Illinois PaCE Framework and future readiness practices	Ongoing investment	Title I, Title II, and/or Local 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)		
The district will work with the school counselor, Regional Office of Education #1, local businesses, colleges, and community partners to expand future readiness opportunities. Support will be obtained through community partnerships, professional learning, and Illinois PaCE Framework resources.		

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:	
Key Activity 2:	
Key Activity 3:	
Data Source(s)/Local Assessment(s):	
Key Activity 1:	
Key Activity 2:	
Key Activity 3:	
Frequency of Measure(s)	Person(s) Responsible for Updating Data
Key Activity 1:	Key Activity 1:
Key Activity 2:	Key Activity 2:
Key Activity 3:	Key Activity 3:
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:
Do any additions/updates/adjustments need to be made to key activities for Goal #3?	