



ISLAND PARK ELEMENTARY SCHOOL

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Island Park Elementary School Improvement Plan

2024-2025 School Year

Mission Statement:

Island Park exists to nurture life-long skilled and justice-oriented learners by fostering critical thinking, creative problem solving, collaborative work and civic responsibility.

Math Academic Learning Goal:

Goal:

100% of students at Island Park Elementary will demonstrate growth and achieve grade-level proficiency or above in the math domain of Numbers and Operations by the end of the 2024-2025 school year. This will be measured through i-Ready diagnostics, classroom assessments, and individualized instruction pathways. We will prioritize differentiated support to close achievement gaps and ensure all students have equitable access to success for at least one year of growth regardless of their skill and performance level.

Rationale: Based on Fall 2024 i-Ready Diagnostic Data, the following percentages of students are...

<p>not yet at their end of year grade level standard in the domain of Numbers and Operations:</p> <ul style="list-style-type: none">● Kindergarten: 68%● Grade 1: 71%● Grade 2: 41%● Grade 3: 52%● Grade 4: 47%● Grade 5: 19%	<p>at or above their end of year grade level standard in the domain of Numbers and Operations:</p> <ul style="list-style-type: none">● Kindergarten: 32%● Grade 1: 29%● Grade 2: 59%● Grade 3: 48%● Grade 4: 53%● Grade 5: 81%
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Key Components of the 2024-2025 Year-Long Math Plan:

1. i-Ready Math Diagnostic

- **Action:** Administer i-Ready Math diagnostics to all K-5 students at the start, mid-year, and end of the year to assess growth, track progress, and identify skill gaps.
- **Timeline:** September 2024, January 2025, May/June 2025.
- **Staff Responsible:** Classroom Teachers
- **Expected Outcome:** Teaching staff will be able to identify strengths and areas of need for each individual student as well as compare student daily progress to diagnostic results for trimester two and three.

2. i-Ready Classroom Unit Tests

- **Action:** Administer i-Ready Classroom unit tests for every unit taught to measure mastery of skills aligned with state standards. Results will be used to form math groupings and guide instruction. - The IP Instructional Coach and Response to Intervention Team will identify which unit tests apply to Numbers and Operations for each grade level. Classroom teachers will record unit assessment scores in a central electronic location.
- **Timeline:** Every 4-6 weeks after unit completion.
- **Staff Responsible:** Classroom Teachers, IP Response to Intervention (RTI) Team, IP Instructional Coach, MISD Elementary Inclusion Coach
- **Expected Outcome:** Unit tests will provide more frequent ongoing progress monitoring of student achievement and areas needing additional support not just in the Numbers and Operations domain, but all domains. This frequent progress monitoring will also serve as data to inform small group formation and instruction in each classroom.

3. Data-Driven Instruction

- **Action:** Utilize i-Ready diagnostic data, My Path individualized instruction, and unit assessment results to group students for differentiated instruction. Teachers will meet in Professional Learning Communities (PLCs) to review data and adjust interventions. Teachers and Coaches will use the PLC agenda and meeting minutes form to document the discussions centered around planning for those at all stages of development in the Numbers and Operations domain.
- **Timeline:** Monthly PLC meetings, ongoing from September 2024 to May 2025.
- **Staff Responsible:** Classroom Teachers, Grade Level Teams, IP Instructional Coach, MISD Elementary Inclusion Coach
- **Expected Outcome:** Teaching staff will be able to use the data from the multiple sources above to not only drive instruction, but best plan for and utilize support staff in implementation of math instruction. (i.e.: 3-5 Learning Support Services Teacher, classified staff, Special Services staff and general education classroom teachers)

4. Professional Development (PD)

- **Action:** i-Ready staff, instructional coaches, and principals will provide ongoing PD on interpreting data, using diagnostics, and implementing differentiated instruction. Teaching staff will use the new learning to apply to targeted instruction for students in all areas of proficiency within the Numbers and Operations domain.
- **Timeline:**
 - 9/25/2024: Small Group Instruction & Grade-Level Strategies.
 - 10/11/2024: Analyzing Diagnostic Data & Planning Interventions.
 - 10/30/2024: Follow-up on Small Group Instruction.
 - 1/27/2025: Math Content Knowledge & Strategy Development.
 - 3/19/2025: Continued focus on Small Group Instruction.
- **Staff Responsible:** i-Ready Consultants, Instructional Coaches, MISD Inclusion Coach, MISD Elementary Principals
- **Expected Outcome:** Each training will provide immediate strategies and support for staff to create and flexibly adjust small groups based on data and strengthen the implementation of small group instruction which targets our academic goal.

5. Targeted Intervention

- **Action:** Provide targeted small-group instruction based on assessment data.
- **Timeline:** October 2024 to June 2025.
- **Staff Responsible:** Classroom Teachers, Learning Support Services (LSS) Teachers, Paraeducators, Special Services Teachers
- **Expected Outcome:** Increased achievement to bring 100% of our student population to grade level or above grade level standard in the domain of Numbers and Operations.

6. Monitoring and Evaluation

- **Action:** Track student progress regularly through i-Ready diagnostics, unit tests, and individualized instruction reports - "My Path"
- **Timeline:** Continuous throughout the year with formal evaluations at three key intervals.
- **Staff Responsible:** Classroom Teachers, IP Instructional Coach, MISD Inclusion Coach, RTI Team, Principal
- **Expected Outcome:** Explicit and intentional creation, adjustment and implementation of small group instruction which will not only impact our targeted goal, but strengthen our ability to increase student engagement at their level in the other three math domains and provide for structure that can be applied in literacy small group instruction.

Social Emotional Learning (SEL) Goal:

Goal:

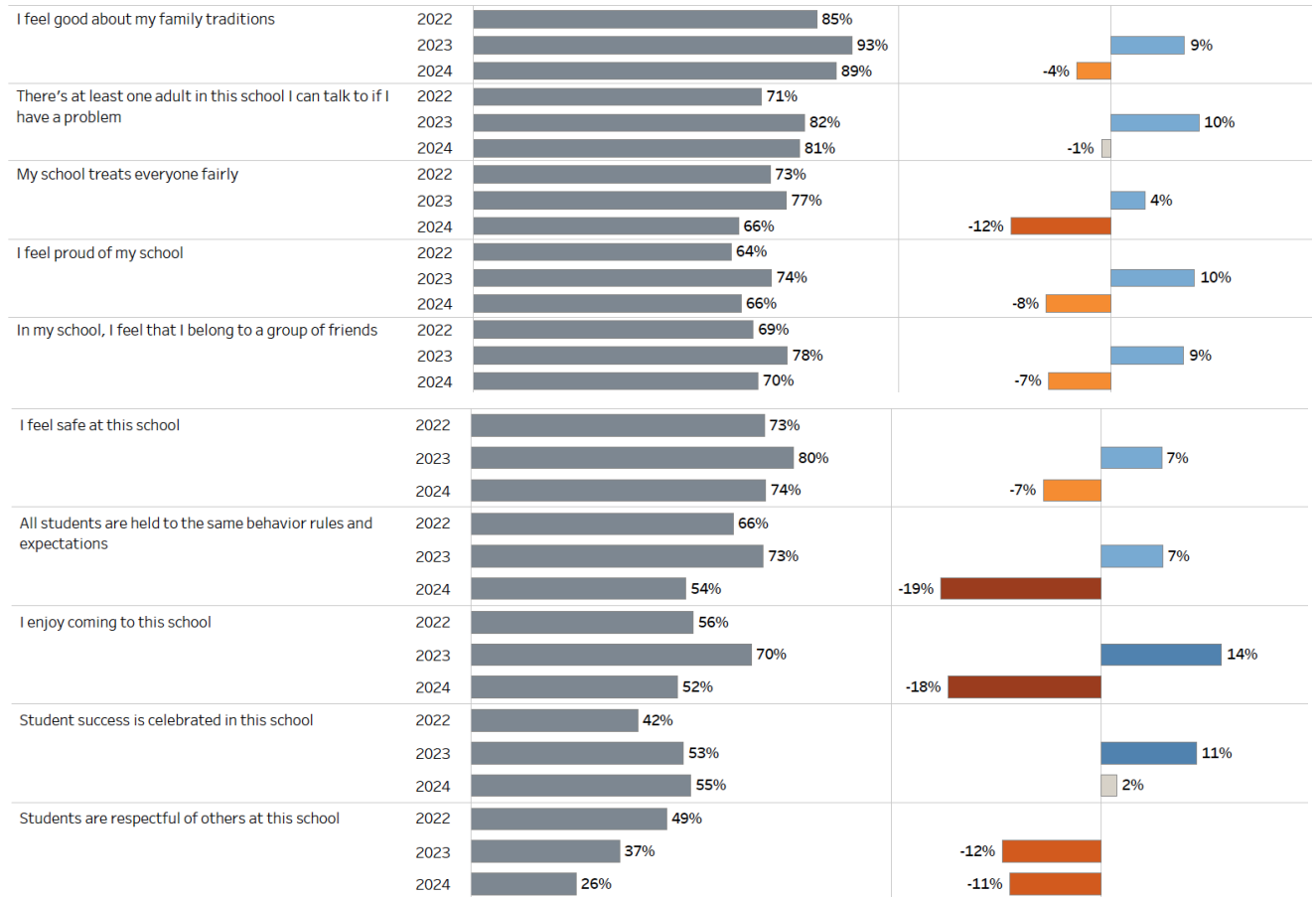
100% of students at Island Park will report feeling a sense of belonging, safety, inclusiveness,

and connection, as measured by the 2024 Educational Effectiveness Survey (EES) for grades 4-5 and the Belonging, Safety, Inclusiveness, and Connection Check for grades K-5.

Rationale:

Spring 2024 EES data showed a decrease in the percentage of 4th and 5th graders feeling a sense of belonging and safety. This decline requires immediate attention to foster a more inclusive school culture.

Spring 2024 EES Data



Fall Belonging, Safety, Inclusiveness and Connection Check Results K-5

Statement	Percentage
I feel good about my family traditions.	99%
There's at least one adult in this school I can talk to if I have a problem.	91%
My school treats everyone fairly.	88%
I feel proud of my school.	97%
In my school, I feel that I belong to a group of friends.	89%
I feel safe at this school.	93%
All students are held to the same behavior rules and expectations.	88%
I enjoy coming to school.	84%
Student success is celebrated in this school.	85%
Students are respectful of others at this school.	87%

Key Components of the 2024-2025 Year-Long SEL Plan:

1. Belonging, Safety, Inclusiveness, and Connection Check

- **Action:** Administer a sense-of-belonging check three times per year (Fall, Winter, Spring) to all K-5 students to assess SEL needs across the school. Principal and Instructional Coach will collect and share data related to survey results with IP constituents.
- **Timeline:** [Fall 2024](#), Winter 2025, Spring 2025.
- **Staff Responsible:** Classroom Teachers, PBIS Team, Leadership Team, Instructional Coach, Diversity, Equity & Inclusion Team, School Counselor, Principal
- **Expected Outcome:** A stronger understanding of how our students feel as a whole as well as by grade level. This will identify the specific areas that particular grade levels could benefit from more targeted SEL support from any of the above listed responsible staff.

2. Professional Development & Targeted Work for SEL

- **Action:** Provide professional development focused on Tier 1 SEL strategies for all staff to enhance classroom practices and support all students.
- **Timeline:** PD sessions on 8/27/2024, 9/11/2024, and four additional Wednesday afternoons from October 2024 to June 2025 with team work targeted to support this SIP.
- **Staff Responsible:** Grade Level Teams, Diversity, Equity & Inclusion Team, IP Instructional Coach, MISD Inclusion Coach, PBIS Team, Principal

- **Expected Outcome:** Staff will have an even more robust selection of strategies to draw from when serving students with Tier 1 supports so that all students can feel a stronger sense of belonging, safety, inclusiveness, and connection more readily.

3. Data-Driven SEL Reflection

- **Action:** Analyze EES and Belonging Check data to reflect on areas of improvement and identify action steps with the Leadership Team, PBIS Team, Diversity, Equity & Inclusion Team, and parent groups (PAC, PTA).
- **Timeline:** Regular reflection and action planning after each data collection point. (PBIS Team and Diversity, Equity & Inclusion Team meet bi-weekly)
- **Staff Responsible:** IP Leadership Team, PBIS Team, Diversity, Equity & Inclusion Team, PAC, PTA, Instructional Coach, Principal
- **Expected Outcome:** Our responsible staff listed above will be able to plan events, supports and school-wide initiatives and experiences that mirror what our students identify as the areas of greatest need related to belonging, safety, inclusiveness, and connection.

4. Family & Community Engagement

- **Action:** Conduct interviews with families of students from diverse backgrounds to gather insights on their experiences with belonging and inclusiveness at Island Park.
- **Timeline:** Quarterly family listening sessions, with ongoing interviews throughout the year.
- **Focus:** African American, Asian, Latino, Mixed Ethnicities, IEP recipients, students receiving LSS services, and students experiencing emotional dysregulation.
- **Staff Responsible:** Leadership Team, Diversity, Equity & Inclusion Team, PBIS Team, Instructional Coach, Principal
- **Expected Outcome:** Student and Family voice will be validated and folded into the planning of events, experiences and day to day operation of Island Park School by the responsible staff listed above. We also expect this will provide a sense of stronger connection, validation, inclusion and respect for the various cultures, ethnicities and differing characteristics of our school community.

Monitoring and Evaluation:

- **Math Goal:** Progress will be monitored through i-Ready diagnostics (administered three times per year), unit assessments, and individualized instruction reports.
 - **SEL Goal:** Data will be gathered from the EES, Belonging Check surveys, and family feedback to guide continuous improvements in school climate and culture.
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Conclusion:

Island Park Elementary is committed to fostering academic excellence and social-emotional well-being for every student. Through data-driven instruction, targeted support, professional development, and active community engagement, we aim to create an inclusive and supportive environment where all students can thrive.