School Continuous Improvement Plan

Area of Focus	SMART Goals **One or two** per area of focus	Action Steps What specific actions aligned to the goal will we implement and monitor?	Key Indicators of Progress (KIPs) The critical (key) quantifiable indicators of progress toward your SMART Goal. Link your tools and artifacts used to monitor KIPs.
Reading	● The percentage of students who were Low Risk/College Pathway in the fall who are also Low Risk/College Pathway in the spring will increase from 82% to 90% as measured by the FAST aReading assessment and from 67.4% to 75% as measured by the FAST earlyReading assessment.	● K-5 teachers will administer fall, winter, and spring screeners, as well as diagnostic and progress monitoring assessments, following the SPPS Literacy Comprehensive Assessment Plan timelines and use the data to guide instruction. ● K-5 teachers will use data from the FastBridge Screening to Intervention (S2i) Report to create small groups and plan targeted, differentiated reading instruction to meet specific student needs.	● 100% of K-5 teachers administer fall, winter and spring screening assessments on schedule, in alignment with the SPPS Literacy Comprehensive Assessment Plan. ● 100% of required diagnostic and progress monitoring assessments are completed within the designated timeframes. ● 85% of K-5 teachers maintain data for all students in the HPE Intervention Template. ● 100% of K-5 teachers review FastBridge Screening to Intervention (S2i) Reports following each cycle. ● 85% of all teachers use S2i data to form small groups aligned to students' instructional needs. ● The percentage of students who move from High Risk/Some Risk in the fall to Low Risk/College Pathway in the spring will increase from 9% to 25% on the FAST aReading assessment, and from 16.3% to 25% on the FAST earlyReading assessment.

| Math | • The percentage of students who are on or above level in math will increase from __% to __% (+20%) as measured by the HMH Growth Measure assessment. | • Teachers will plan and deliver daily math instruction that includes all components of the math framework–math review, whole group, small group, and independent practice.
• Teachers schedule and administer fall, winter, and spring Growth Measure screening assessments according to the district calendar. | • 100% of teachers include math review, whole group instruction, small group instruction, and independent practice in daily math lessons.
• 80% of classroom observations confirm adherence to all components of the math instructional framework.
• Student engagement during math instruction–particularly in small groups and independent practice–is observed in 80% of classrooms.
• 85% of K-5 teachers maintain data for all students in the HPE Intervention Template.
• 100% of teachers administer Growth Measure screening assessments during the designated fall, winter, and spring windows, in alignment with the district calendar.
• Assessment completion rates reach 85% or higher for all enrolled students during each screening window. |

Culture / Climate	● The number of students who receive 10 or more office discipline referrals will decrease from 15 students in 2024-2025 to 12 students in 2025-2026, reflecting a 3.6% drop in overall ODRs for the building.	● Teachers will create and implement intervention plans with fidelity. ● Administrator will meet with the Mental Health Support Team to determine roles and responsibilities of members and to identify Tier II social-emotional behavior interventions used in the school.	● 85% of K-5 teachers maintain data for all students in the HPE Intervention Template. ● SAT team meets monthly, with a generated agenda that tracks student intervention outcomes for each meeting. ● Three times per year, the support team meets with every PLC to examine data and co-create interventions for students. ● The schoolwide MTSS framework will provide tiered supports for all students. Our site will be able to demonstrate the presence of universal screening as well as Tier II and III supports according to the MTSS model guidelines (10-25% Tier II, <10% Tier III). ● Mental health team meets at least twice monthly. ● With at least 80% fidelity, Office Discipline Referrals will capture behavior incidents for which students lose instructional time as a result of our response to their behavior. ● 100% of students with 10 or more office discipline referrals have a Tier II intervention, a Tier III intervention, or special education evaluation in place, tracked in the HPE Intervention Template