



School Continuous Improvement Plan

School:	Principal:	Leadership Team Members: (Link to School Leadership Team Notes)
Battle Creek Elementary	Kristen Longway	BCE Leadership/PBIS Team SY 25-26

SMART Goal:

Who? (describe targeted students) **will do what?** (decrease/increase) (describe specific outcome to be changed) **by when?** (date) **As measured by what?** (Data tool used) (percent change) from (baseline data) to (target data).

Area of Focus	SMART Goals <u>One or two</u> 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	<p>The percentage of K-5 students who are low risk/On track will increase 10% as measured by the FAST Assessment for the 2025-2026 school year. (percentages below)</p> <p>Kindergarten Focus: Phonemic Awareness 1-5 Focus: Phonics and Fluency</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Assessment</th> <th>Fall 2025*</th> <th>Spring 2026</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>Early Reading -Letter Sounds</td> <td>28%</td> <td>38%</td> </tr> <tr> <td>1</td> <td>Early Reading-Gen. Reading (composite score)</td> <td>40%</td> <td>50%</td> </tr> </tbody> </table>	Grade	Assessment	Fall 2025*	Spring 2026	K	Early Reading -Letter Sounds	28%	38%	1	Early Reading-Gen. Reading (composite score)	40%	50%	<p>Teachers will administer Fall, Winter, and Spring <u>screeners</u> as well as <u>diagnostic and progress monitoring assessments</u>, following the SPPS Literacy Comprehension Assessment Plan timelines and <u>use the data to guide instruction in literacy growth measured</u> by FAST Spring 2026.</p> <p>Teachers will input UFLI assessment data into Project Read for K-2 students to ensure accurate tracking and support of student progress.</p> <p>PLC's will inform staff on next steps needed when looking deep at current data on what students specifically need and plan strategies to support growth. PLC's and Vertical Teams will identify and discuss high leverage standards throughout Math and Reading learning progressions, pinpoint benchmarks on where students are specifically at and possible holes in scope and sequences based on trend data from FAST, MCA's</p>	<p>K-5:</p> <ul style="list-style-type: none"> 100% of K-5 teachers will administer fall, winter, and spring assessments on the schedule in alignment with the SPPS Literacy Comprehensive Assessment Plan. 100% of teachers will use assessment data and learning progressions/benchmark achievement level descriptors to inform and adjust literacy instruction, including the formation of small groups on an <u>ongoing</u> basis and whole group instruction. 100% of teachers will prioritize dedicated small group time in their daily instructional schedules. 100% of classroom observations confirm small group instruction occurs as scheduled and teachers are using student-based data to inform groups structures and skill/strategy work. 100% of teachers are posting, discussing and connecting students to the benchmark learning target. 100% of teachers review student data
Grade	Assessment	Fall 2025*	Spring 2026												
K	Early Reading -Letter Sounds	28%	38%												
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	<table border="1"> <tr> <td>2</td> <td>aReading - Gen. Reading</td> <td>40%</td> <td>50%</td> </tr> <tr> <td>3</td> <td>aReading - Gen. Reading</td> <td>47%</td> <td>57%</td> </tr> <tr> <td>4</td> <td>aReading</td> <td>33%</td> <td>43%</td> </tr> <tr> <td>5</td> <td>aReading</td> <td>41%</td> <td>51%</td> </tr> </table>	2	aReading - Gen. Reading	40%	50%	3	aReading - Gen. Reading	47%	57%	4	aReading	33%	43%	5	aReading	41%	51%	<p>and formative assessments.</p> <p>During PLC, staff will engage in analyzing, planning and preparing for the application of instruction based on the data.</p> <p>Whole group and small group instruction is prioritized daily, targeting specific skills students need to move towards Proficiency in that benchmark.</p>	<p>(assessments, progress monitoring, classwork) weekly.</p> <ul style="list-style-type: none"> 100% of teachers engage in data discussions during PLCs or team meetings to identify and address student needs. 100% of students demonstrate growth in targeted areas informed by data reviews. <p>K-2:</p> <ul style="list-style-type: none"> 100% of K-2 teachers will input UFLI assessment data into Project Read within one week of assessment. <p>3-5:</p> <ul style="list-style-type: none"> 100% of 3-5 teachers will progress monitor at least one group weekly in FAST. 100% of 3-5 teachers will analyze MCA trend data benchmark reports, identify high leverage benchmarks that were not met and plan lessons to thoroughly cover these benchmarks to produce student growth in MCA's and FAST scores.
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<p><u>Math</u></p>	<p>The percentage of K-5 students scoring 'On Level' or 'Above' will increase from 10% as measured by Fall, Winter, and Spring HMH Growth Measure.</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Assessment</th> <th>Fall 2025</th> <th>Spring 2026</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>HMH Growth</td> <td>12.7%</td> <td>22.7%</td> </tr> </tbody> </table>	Grade	Assessment	Fall 2025	Spring 2026	K	HMH Growth	12.7%	22.7%	<p>Teachers will administer and review student data regularly to identify and use the data to guide instruction based on learning levels and needs.</p> <p>Whole group and small group instruction prioritize daily</p> <p>PLC's will inform staff on next steps needed when looking deep at current data on what students specifically need and plan strategies to support growth. PLC's and Vertical Teams will identify</p>	<p>K-5:</p> <ul style="list-style-type: none"> 100% of K-5 teachers will administer fall, winter, and spring assessments on the schedule in alignment with the HMH Data Schedule. 100% of teachers will use assessment data and learning progressions/benchmark achievement level descriptors to inform and adjust math instruction, including the formation of small groups on an <u>ongoing</u> basis and whole group instruction. 								
Grade	Assessment	Fall 2025	Spring 2026																
K	HMH Growth	12.7%	22.7%																

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1	Measure	8.3%	18.3%
2		14.7%	24.7%
3		24.2%	34.2%
4		7.2%	17.2%
5		20%	30%

and discuss high leverage standards throughout Math and Reading learning progressions, pinpoint benchmarks on where students are specifically at and possible holes in scope and sequences based on trend data from HMH, MCA's and formative assessments.

- 100% of teachers will prioritize dedicated small group time in their daily instructional schedules.
- 100% of classroom observations confirm small group instruction occurs as scheduled and teachers are using student-based data to inform groups structures and skill/strategy work.
- 100% of teachers are posting, discussing and connecting students to the benchmark learning target.
- 100% of classroom observations confirm small group instruction occurs as scheduled.
- 100% of teachers adjust groupings at least monthly based on current student performance data.
- 100% of teachers review student data (assessments, progress monitoring, classwork) weekly.
- 100% of teachers engage in data discussions during PLCs or team meetings to identify and address student needs.
- 100% of students demonstrate growth in targeted areas informed by data reviews.

K-2:

- 100% of K-2 teachers will include Math facts within their Math Review and Daily lesson instruction.

3-5:

- 100% of 3-5 teachers will include Math facts within their Math Review and Daily lessons instruction.
- 100% of 3-5 teachers will analyze MCA trend data benchmark reports, identifying high leverage benchmarks that were not met and



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			<p>plan lessons to thoroughly cover these benchmarks to produce student growth in MCA's and FAST scores.</p>
<p>Culture / Climate</p>	<p>The number of ODRs for disruptive behavior will decrease by 5% (23%-18%) from Spring of 2025 to May of 2026.</p>	<p>Professional Development: Licensed staff participate in PD on reframing behaviors and de-escalation strategies, led by BCE and MHT members during staff meetings.</p> <p>Data Review & Leadership: The Leadership Team reviews SWIS data (ODRs and suspensions) three times per year and shares results with staff. The Student Support Team meets weekly to review attendance, tardies, and behavior data.</p> <p>Teacher Reflection: Staff analyze their own data and reflect on SWD plan strategies during checkpoint meetings.</p> <p>Tier 3 Support: SAT team members support licensed staff in planning academic and behavioral interventions and provide coaching based on data.</p> <p>Family Communication: Monthly school newsletters update families on school events; teachers share classroom highlights via Seesaw and classroom newsletters.</p> <p>Positive Recognition: K-5 teachers will set monthly class goals aligned with the PBIS matrix (expectations, character words, and CRUISE behavior) and post the goal with the number of turtle tickets students can earn outside their classroom doors. Progress will</p>	<p>100% of classroom teachers will utilize the classroom management strategies identified in the SWDP leading to fewer disruptive behaviors.</p> <p>100% of behavior calls to the behavior team will document whether the teacher used the schoolwide discipline plan and which classroom strategies were attempted before requesting support. Progress will be tracked weekly to ensure all teachers consistently implement the plan prior to office-managed referrals.</p> <p>100% of K-5 teachers will implement monthly positive recognition systems by setting class goals aligned with the PBIS matrix (expectations, character words, and CRUISE behavior). Teachers will post the goal and number of turtle tickets students can earn outside their classroom doors, and classes that meet their goals will be recorded on the school-wide behavior bulletin board. Progress will be tracked monthly.</p> <p>100% of K-5 teachers and SST/MHT members will focus on a School-Wide Attendance Plan/Incentive to reduce chronic absenteeism and chronic tardies through weekly monitoring, team discussions and outreach centered on improving connections and belonging in school.</p>



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		<p>be tracked weekly, and classes that meet their goals will be displayed on the school-wide behavior bulletin board, with recognition shared during announcements or school-wide events.</p> <p>Attendance: Every Wednesday, the SST/MHT team meets to discuss students with high ODR's, attendance concerns and tardiness which should lead to a decrease in behavior concerns, attendance and tardiness concerns.</p>	
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[SCIP Guidance Document](#)

[SCIP Battle Creek Roadmap](#)