

Vision:

Every Student Thrives

**Mission:**

To Create an educational community that ignites a passion for learning where every student is known and empowered

Core Values:

- Student Focused
 - Culture of Belonging
 - Equity
 - Accountability
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Little Cedars Elementary

25-26 School Improvement Plan

Little Cedars Elementary School

2024-25

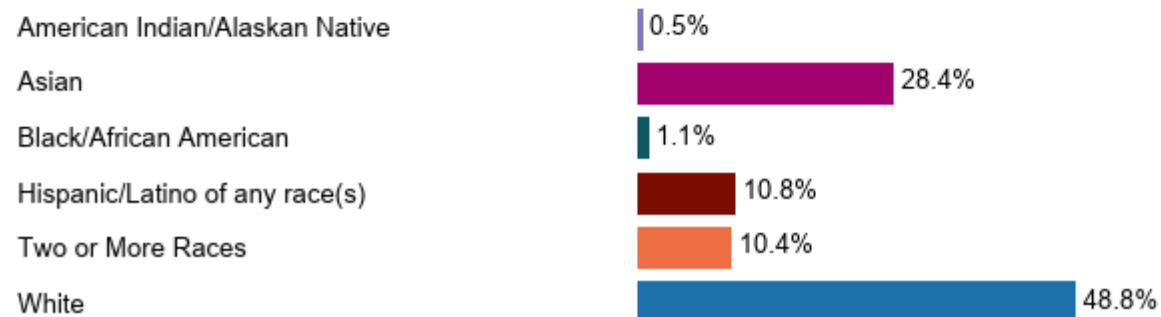
Total Student Enrollment

651

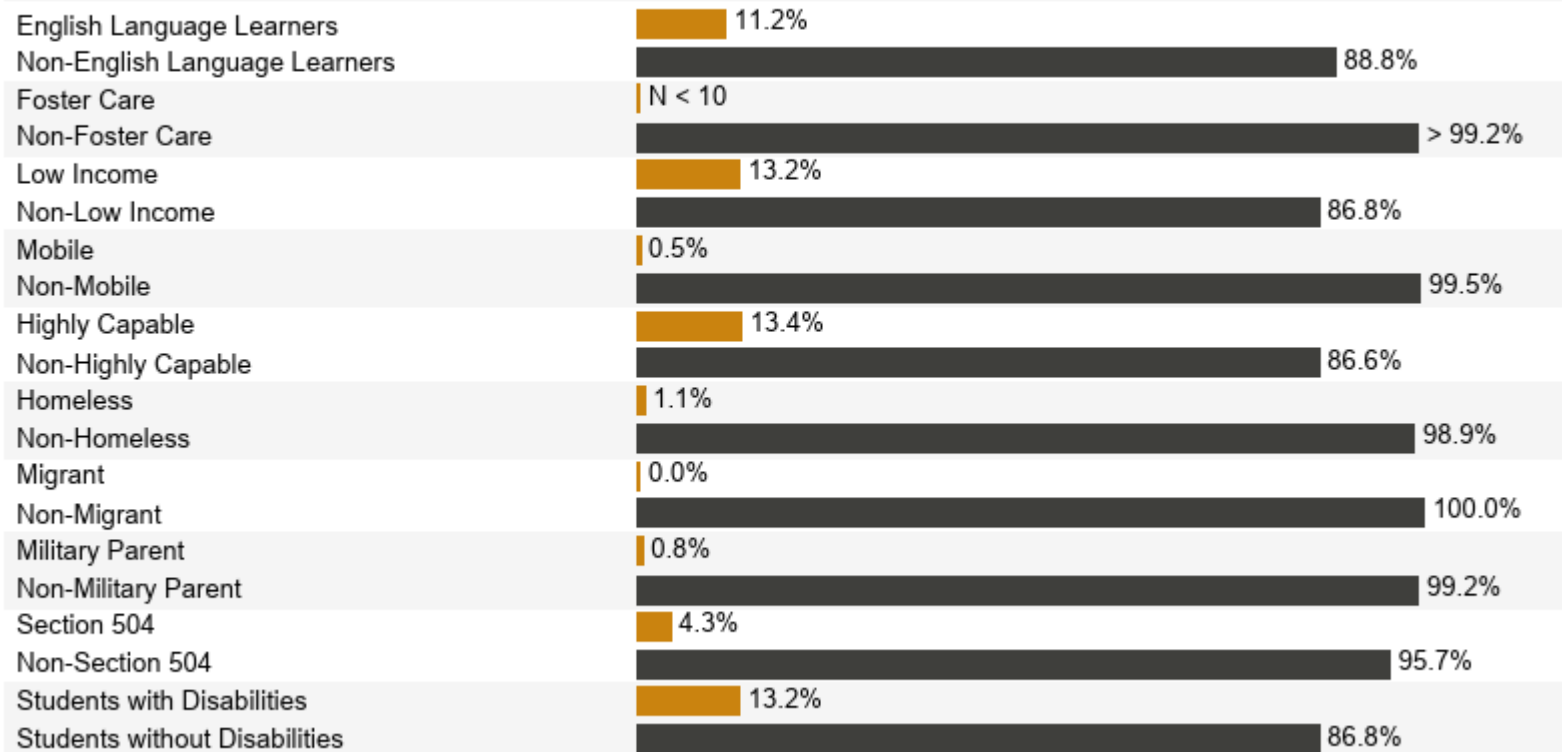
Gender



Race/Ethnicity



Program and Characteristic



What is our building vision and mission statement?

Vision: At Little Cedars we collaborate to build a thriving community where 100% of our students feel seen, valued and safe while they are challenged to meet their academic and personal goals.

BECAUSE

Mission: We equip curious, empowered learners with the resilience to succeed through clear, engaging instruction—one Wolverine at a time.

Review the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. SMARTIE Goals are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	<i>What short-and long-term data will be collected to measure the extent to which this evidence-based practice (intervention, activity, or strategy) was implemented as intended?</i> <i>What short-and long-term data will be collected to measure the impact of this evidence-based practice (intervention, activity, or strategy)?</i>	When will this <i>evidence-based practice (intervention, activity, or strategy)</i> occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i>

Goal #1 - Literacy

By Spring 2025, student reading comprehension will improve as evidenced by an increase in the percentage of students meeting or exceeding standard on the SBA ELA from 68% to 73%. This growth will be supported through strengthened Tier 1 instruction and targeted Tier 2 interventions to address comprehension needs and support all learners.

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Explicit comprehension strategy instruction across all classrooms (using FPC Curriculum, Heggerty/UFLI, and LEXIA Core5) to build vocabulary, inferencing, and summarizing skills. Students will engage in think-alouds, partner reading, and collaborative text analysis to increase engagement and comprehension.	Classroom walkthrough data, student work samples, STAR/LLI data reviewed during PLCs.	Every two weeks	Classroom teacher	FPC Curriculum, STAR assessments, Heggerty/ UFLI, LLI Kits, LEXIA
Strengthening Tier 1 instruction through PLC collaboration: Teachers will analyze data to identify trends, share effective practices, and adjust instruction to meet diverse needs, including SPED and ML students within the general education classroom (supporting LRE).	PLC minutes, lesson plans, and data tracking tools.	Every two weeks	Classroom teachers, Mariel Zink and team of para educators, LAP teacher, ML teacher, Sped teacher	FPC Curriculum, STAR, LEXIA, LLI Kits
Use of LEXIA Core5 and targeted Tier 2 small-group instruction: Interventionists and paras will support students in the general education setting as much as possible, ensuring SPED students receive access to core instruction with scaffolded support aligned to IEP goals.	data review in PLCs and progress monitoring reports.	Weekly	Classroom Teachers, LAP Teacher, ML Teacher, Paraeducators, Special Education teachers	LEXIA Core5, LLI Kits, FPC Curriculum, STAR

Funding: List and describe funding source(s) associated with the activities described above.
1. LAP Funds
2. Building Budget (Professional Learning and Curriculum Support)

Goal #2 - Math By Spring 2025, the percentage of students meeting or exceeding standard on SBA Math will increase from 70% to 75%, with targeted support for students scoring Level 2 or below.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Implementation of Bridges Core and Intervention materials with a focus on strengthening Tier 1 instruction through math discourse, use of manipulatives, and problem-solving routines that promote engagement and conceptual understanding.	Student work samples, Bridges Assessments, and PLC data discussions.	Every two weeks	Classroom teachers	Bridges Core Curriculum, Intervention materials, end of unit tests
Math Fact Fluency Practice (Reflex, hands-on games, and student goal-setting) to increase automaticity and confidence, promoting equitable participation during core instruction.	Monthly CBA data, student reflection logs (data notebooks)	monthly	Classroom teachers	Fluency tools, Reflex
Collaborative PLC data analysis and SPED co-planning to ensure instruction is differentiated and aligned with IEP goals while maintaining inclusion in Tier 1 math lessons. Push-in support will be prioritized to promote LRE.	PLC notes, co-teaching logs, and progress monitoring.	Every two weeks	SPED Teachers, Classroom Teachers	Bridges support materials, PLC data tracking forms

Funding: List and describe funding source(s) associated with the activities described above.
1. PTA grants
2. Building Budget (Supplemental Curriculum and Professional Development)

Goal #3: By June 2026, chronic absenteeism will decrease from 29% to below 20%, and Tier 2 SEL supports will be expanded for students with 3+ behavior referrals.				
<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Tiered Attendance Support Plans: Weekly monitoring of attendance data through Skyward; family contact, student conferences, and plans to make sure students feel a sense of belonging for improvement. Plans will include input from SPED teams to ensure equitable access and supports for students with disabilities.	Homeroom and Skyward data, Attendance reports, contact logs, student goal sheets.	Weekly	Counselor, secretary, admin	Family letters, support, contacting weekly and setting up meetings
Schoolwide SEL instruction (Second Step) and PBIS Implementation: Daily SEL lessons, Check-In/Check-Out (CICO), and BEISY screening to identify Tier 2/3 students. SEL supports will be adapted for all learners, including SPED students, to foster belonging and engagement in the LRE.	BEISY screener, PBIS referrals	daily	Classroom teachers, para educators, admin, counselor	Second Step, BEISY screener, school-wide PBIS system, Maggie Schultze resources
Student Engagement Activities to Promote Belonging: Classroom community-building circles, character trait assemblies, and student-led goal setting. Focus on strengthening Tier 1 climate by ensuring	Student Surveys, Attendance Data	monthly	All staff	PBIS Rewards, Schoolwide Recognition System

inclusive participation in all school events and celebrations.				
Funding: List and describe funding source(s) associated with the activities described above.				
1. Building Budget (PBIS and Attendance Supports)				
2. Community Partnerships/ PTA Grants				