



Battle Creek Elementary

School Continuous Improvement Plan 26-27

Principal	Leadership Team Members	Leadership Team Notes
Kristen Longway	Sara Johnson Kim Turrito Darya Fidelman (PreK) Bobbie Harper (Kindergarten) Tiffany Loesch (1st grade) Jon Van Wyk (2nd grade) Erin Rivas (3rd grade) Kristi Murphy Brown (4th grade) Kelly Dudeck (5th grade) Ashley Scheinoha (Academic Support) Nancy Jimenez (EL)	

Reading SMART Goal:

The percentage of K-1 students on track on the FastBridge earlyReading assessment will increase from **31%** in Spring 2026 to **36%** in Spring 2027.

The percentage of 2-5 students on track on the FastBridge aReading assessment will increase from **33%** in Spring 2026 to **38%** in Spring 2027.

EL:
 K-1> The percentage of EL students on track FastBridge earlyReading assessment will increase from **21%** in Spring 2026 to **26%** in Spring 2027.
 2-5> The percentage of EL students on track FastBridge aReading assessment will increase from **20%** in Spring 2026 to **25%** in Spring 2027.

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, data, and artifacts used to monitor.
Tier 1 Curriculum Fidelity- K-2: K-2 teachers will utilize a daily 30-minute block, five days a week, to deliver explicit Tier 1 UFLI instruction aligned to the SPPS grade-level scope and sequence, ensuring that all sequential steps within Day 1 and Day 2 lessons are executed completely and with proper UFLI-recommended pacing. 3-5: 3-5 teachers will deliver 2-3 whole-group FIRE lessons per week that are properly paced at 10-15 minutes per lesson, ensuring every lesson consistently includes all four structural components, adheres strictly to the district scope and sequence, and utilizes mid-unit and end-unit checkpoints to monitor student progress. EL: Educators collaboratively deliver standards-based instruction using varied co-teaching models to provide	• K-2: 100 % of K-2 educators implement daily UFLI Foundations lessons, as evidenced by principals conducting monthly classroom visits and conducting and reviewing quarterly walkthrough data. (Fall) • 3-5: 100 % of 3-5 educators implement FIRE lessons 2-3 days per week, as evidenced by monthly classroom visits and quarterly walkthrough data. (Fall) • SPED: 100% of special educators instruct using the Sondag curriculum. • EL: 100% of co-teaching pairs implement high-leverage co-teaching models (Parallel, Alternative, Team, or Station teaching), as evidenced by monthly classroom walkthrough data.

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embedded scaffolds for ELs.	
Literacy <u>Small group</u> instruction- Educators design and deliver data-driven, differentiated small group instruction to meet individual student needs. EL: K-5 educators analyze disaggregated performance data to implement specific language scaffolds and adjust instructional practices for English Learners (EL).	● K-5: 100% of K-5 educators effectively <u>analyze screening data and implement</u>, differentiated Tier 1 flexible small group instruction, as evidenced by monthly classroom visits and quarterly walkthrough data. ● K-5: 100% of K-5 educators effectively <u>analyze diagnostic data and implement</u>, differentiated Tier 2 and 3 flexible small groups, as evidenced by monthly classroom visits and quarterly walkthrough data. ● SPED: 100 % of special educators are regularly <u>implementing</u> evidence-based, explicit literacy instruction that supports IEP Reading goals and is regularly progress-monitored, as evidenced by monthly implementation checks and classroom observations completed by building/department administrators. ● EL: 100% of K-5 classroom and EL teachers effectively implement data-driven, differentiated small group instruction, as evidenced by monthly classroom visits and quarterly walkthrough data.

Math SMART Goal:

The percentage of K-5 students scoring 'On Level' or 'Above' on HMH Growth Measure will increase by at least 5% as measured during fall, winter, and spring during the 2026–2027 school year.

K: 61%-66%

1: 35%-40%

2: 58% to 63%

3: 61% to 66%

4: 28% to 33%

5: 53% to 58%

EL Goal: The percentage of K-5 students scoring 'On Level' or 'Above' on HMH Growth Measure will increase from 42% in Spring 2026 to 47% in Spring 2027.

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, data, and artifacts used to monitor.

Math Small Group Instruction -

Educators provide math small-group instruction that is implemented properly, to support students across all tiers of instruction, and develop understanding in a way that is

- **K-5:** 100 % of educators analyze Module test and Growth Measure data and implement differentiated Tier 1 flexible small group instruction, as evidenced by monthly classroom

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targeted to their skills and supported by their peers.

EL:

Educators will implement academic discourse during math to increase conceptual understanding, vocabulary development, and procedural fluency.

visits and quarterly walkthrough data.

- **K-5:** 100 % of educators analyze Module test and Growth Measure data and implement differentiated **Tier 2 and 3 flexible small groups**, as evidenced by monthly classroom visits and quarterly walkthrough data.
- **SPED:** 100 % of special educators are regularly implementing evidence-based, explicit math instruction that supports IEP Math goals and are regularly progress-monitored, as evidenced by monthly implementation checks and classroom observations completed by building/department administrators.
- **EL:** 100 % of classroom learning visits data shows evidence of students explaining the procedures they are using and why their strategies work.

Culture & Climate SMART Goal:

90% of students with 3 or more ODRs for physical aggression will have an active skill building behavioral intervention plan or a BIP for students with an IEP.

Action Steps

What specific actions aligned to the goal will we implement and monitor?

- Using SWIS Data from Spring 2026 to Spring 2027, students with IEP's in our FED 1-2 programming showing physical aggression will have a specific **BIP** tailored to their IEP goals, while case managers monitor bi-weekly for progress towards their IEP goals and a decrease in physical aggression behaviors.
- Students without IEP's showing physical aggression will have a **Tier 2 or 3 intervention plan such as Check and Connect**.

Key Indicators of Progress (KIPs)

The critical (key) quantifiable indicators of progress toward your SMART Goal. Link your tools, data, and artifacts used to monitor.

- During Opening Week, 100% of educators including the Classroom Teachers, SPED Teachers and paras will collaborate to review IEP's at a glance and BIPS to ensure application of strategies are consistent.
- Throughout the 2026-27 school year, 100% of educators including the SPED Teacher and Classroom Teacher will track student's IEP goal progress to ensure students are meeting academic and behavioral goals, documenting this growth during Classroom Teacher-Fed 1-2 PLC's..
- 100% of SPED teachers will collaborate to synthesize and share changes to the BIP when updated with classroom teachers and paras.
- Using SWIS Data, 100% of educators in the Student Support Team will track goal progress of



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	our black students, through the Check and Connect program with a goal of decreasing physical aggression ODR's by Spring 2027.
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Resources	
SCIP Guidance  <i>SCIP Roadmap: SY26-27</i>	EBPs