Salem Woods School Improvement Plan 2026-27

Section 1: Building and District data

Building Name: Salem Woods	Vision and Mission Statement
Principal: Melanie Gray	At Salem Woods Elementary, we create a safe, inclusive learning community that fosters a sense of belonging and a love of learning.
Board Approval Date:	
Building Enrollment: 533	
F/R Percentage: 25%	
Special Education Percentage: 13%	
English Learner Percentage: 12%	

School Leadership Team Members and Family-Community Partners

Name	Title (if applicable)	Role
Tara Riddle	5th Grade Teacher	
Amy Fields	2nd Grade Teacher	
Angela Heit	4th Grade Teacher	
Cynthia Wood	3rd Grade Teacher	
Stephanie Butterfield	Kindergarten Teacher	
Dezerae Cave	Assistant Principal	
Amanda Johnson	Parent	

Melanie Gray	Principal	

2026-27 School Improvement Plan- SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal? Are the evidence-based interventions (activities, practices, or strategies) being used to achieve the SMARTIE Goal?

SY 2026-2027 SMARTIE Goal #1: ELA

81% of students will meet standard on the ELA SBA by the end of the 2026-2027 school year up from 71% in the 2025-2026 school year

We will increase the percentage of total students in 1st-5th grades who reached proficiency in the Comprehension of Informational Text strand as measured by the i-Ready Reading Diagnostic, going from 69% proficient on the 2025-2026 spring i-Ready Reading Diagnostic to 79% proficient on the 2026-2027 spring i-Ready Reading Diagnostic

We will increase the percentage of total students in kindergarten-2nd grade who reached proficiency in the phonics strand as measured by the i-Ready Reading Diagnostic, going from 76% proficient on the 2025-2026 spring i-Ready Reading Diagnostic to 85% proficient on the 2026-2027 spring i-Ready Reading Diagnostic

By June 2026, 100% of kindergarten students will fluently identify all uppercase and lowercase letter names, increasing from 3% in Fall 2026 and 80% will know letter sounds, increasing from 1% in Fall 2026

By June 2027, students receiving MLL support will grow 1.0 levels or more on their overall WIDA score

Fall Problem of Practice:
We realized after looking at our SBA data that we need to strengthen students' ability to identify key details and analyze information in informational text while developing the academic vocabulary necessary to understand and communicate their thinking across 3rd-5th. If we consistently teach students to identify relevant details, analyze and synthesize information, use text evidence, and develop academic vocabulary through authentic content-area texts, then students will become more independent and proficient readers who can understand, discuss, and apply information from increasingly complex informational texts.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year. *What impact is the evidence-based intervention having?*	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year. *What impact is the evidence-based intervention having?*
Intentional focus on non fiction reading and responding to reading in writing at all grade levels K-5. Primary focus on the main idea.	Walkthrough data and PLC Planning data	Classroom teachers, Melanie Gray and Dezerae Cave monthly		
Interims to provide data on student success in Comprehension of Informational Text with the same rigor students will see on the SBA.	Interim data	Classroom Teachers after interims are scored.		
Using GLAD strategies to build vocabulary and background knowledge	Walkthrough data and PLC Planning data	Weekly PD in the staff weekend email from Joy Gallaher. Classroom teachers, Melanie Gray and Dezerae Cave monthly		
Frequent Progress Monitoring and Targeted Small-Group Intervention	Walkthrough data and PLC Planning data	Classroom teachers, Sandra Monson, Melanie Gray and Dezerae Cave monthly		

SY 2026-2027 SMARTIE Goal #2: MATH

79% of students will meet standard on the Math SBA by the end of the 2026-2027 school year, up from 69% in the 2025-2026 school year.

We will increase the percentage of total students who reached proficiency in the numbers & operations strand as measured by the i-Ready Math Diagnostic, going from 72% proficient on the 2025-2026 spring i-Ready Math Diagnostic to 84% proficient on the 2026-2027 spring i-Ready Math Diagnostic.

Fall Problem of Practice:
If we consistently provide students with opportunities to engage in number talks, use manipulatives and visual representations, and receive timely intervention and acceleration based on student learning data, then students will develop stronger conceptual understanding, mathematical reasoning, and flexibility with numbers and operations.teachers K-5 will have established consistent routines for number talks, purposeful use of manipulatives, and targeted intervention/acceleration in Numbers & Operations. We will celebrate high leverage instructional strategies, small group practices, manipulative use, and student discourse.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.

			What impact is the evidence-based intervention having?	*What impact is the evidence-based intervention having?*
Number Talks / Number Sense Routines	Walkthrough data and PLC Planning data	Classroom teachers, Melanie Gray and Dezerae Cave monthly		
Concrete–Representational–Abstract (CRA) Ten frames, counters, number lines, base-ten blocks, Base-ten blocks, fraction strips, number lines, area models. Move deliberately from manipulative → drawing/model → symbolic equation	Building Guiding Coalition, Walkthrough data and PLC Planning data	Classroom teachers, Melanie Gray and Dezerae Cave monthly		
Frequent Progress Monitoring and Targeted Small-Group Intervention	Walkthrough data and PLC Planning data	Classroom teachers, Melanie Gray and Dezerae Cave monthly		
Interims to provide data on student success with the same rigor students will see on the SBA.	Interim data	Classroom teachers, Melanie Gray and Dezerae Cave monthly		

SY 2026-2027 SMARTIE Goal #3: Belonging

100% of students will report a positive sense of belonging as measured by the Panorama survey by the end of the 2026-2027 school year, up from 77% in the 2025-2026 school year.

83% of students will report positive self efficacy up from 73% at the end of 2025-2026

100% of families will report a positive sense of belonging within the school community by the end of the 2026-2027 school year, up from 68% as measured by the Panorama survey in the 2025-2026 school year.

Fall Problem of Practice:
If we explicitly teach students to recognize and communicate their emotions, provide them with strategies to regulate and respond to those emotions, and consistently reinforce a growth mindset, then students will develop greater self-awareness, self-efficacy, and confidence as learners and feel a stronger sense of belonging at school. Within the first 30 days, all students will be introduced to the Zones of Regulation and develop a common language for identifying and describing their emotions. Staff will establish consistent language and routines for helping students recognize their zone, identify what they are feeling, and select appropriate strategies to support regulation. We will also relaunch and reinforce schoolwide growth mindset practices, with a focus on helping students understand that mistakes, challenges, and productive struggle are important parts of learning.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year. *What impact is the evidence-based intervention having?*	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year. *What impact is the evidence-based intervention having?*

Teach students to recognize and monitor their own growth	Administrator walkthrough data looking for: Students can state what they are learning. Students identify a strategy they are using. opportunities to experience appropriately challenging work. Students receive specific feedback about their learning. Students explain how they have grown. Students have a strategy for what to do when they are stuck. Teachers celebrate growth, strategy, and revision, not just correct answers.	Melanie Gray, Shannon Morgan, and Dezerae Cave will be collecting student data monthly and having conversations to implement change where needed. All staff will be responsible for implementing and adjusting.		
Ensure students see themselves in the school	Walkthrough data and conversations with students	Melanie Gray and Dezerae Cave with monthly walkthrough data		
Build family voice into school decisions and give families meaningful ways to participate	Family conversations Family participation in school/classroom events	SAT and Guiding Coalition Melanie Gray and Dezerae Cave		

SY 2026-2027 SMARTIE Goal #4: Attendance

Panorama metrics for attendance is that students who attend 90% or more school days are on Track for Graduation and students that attend 95% or more school days are On Track for College/Career Readiness. 90% of students will be on track for positive attendance by the end of the 2026-2027 school year up from 80% in 2025-2026

Regular Attendance: Students will improve their average daily attendance from 93% in 2025-2026 to 97% in 2026-2027.

At Risk Absenteeism is when a student has attended 80% or more, and less than 90% of school days. In 2025-2026, our school had 17% of students in the At Risk Absenteeism category. Our goal is to decrease the overall total of At Risk Absenteeism to 10% or less by the end of 2026-2027 school year. Critical Absenteeism identifies students that have attended less than 80% of school days. In 2025-2026, at our school 3% of students were recorded as Critical Absenteeism. Our goal is to reduce low Critical Chronic Absenteeism to 1% in the 2026-2027 school year
Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*
End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	**Data Measures**	**Lead and Timeframe**	**Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.** ***What impact is the evidence-based intervention having?***	**End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.** ***What impact is the evidence-based intervention having?***

Build the conditions that make students want to be here, identify concerns early, understand the reason behind the absence, and partner with families to remove barriers.	Conversations with students Attendance data	Melanie Gray, Shannon Morgan and Dezerae Cave will be collecting student data monthly and having conversations to implement change where needed. All staff will be responsible for implementing and adjusting.		
Tier 2 attendance mentors ● Checks in with the student in the morning. ● Build a relationship. ● Celebrates successful attendance. ● Helps the student problem-solve barriers. ● Contacts the family positively. ● Monitors attendance weekly	Attendance data	Melanie Gray, Shannon Morgan and Dezerae Cave monthly.		
Attendance celebrations Monthly celebrations that change so that all students have the ability to participate.	Attendance data	Melanie Gray, Shannon Morgan and Dezerae Cave monthly.		

2026-2027 Mid-Year Reflection Questions

Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2026-27, how have you identified equity and learning needs for specific student groups, from the beginning of the year to the middle? What specific data did you use to inform your decision making? How did you respond to these needs?
2. Share an example of your progress in narrowing opportunity gaps and/ or accelerating learning. What strategies will the school implement, or continue to implement, to close gaps between now and the end of the year?
3. Which evidence-based interventions (activities, practices, or strategies) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.
4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

2026-2027 End-of-Year Reflection Questions

The purpose of these reflective and guiding questions is for school leadership teams to engage in practical and sustainable planning processes. Use of these questions and the additional sections of this template can encourage the formation of practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2026-2027, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps) and what specific data did you use to inform your decision making?
2. Share an example of progress made in narrowing opportunity gaps and/ or accelerating learning and the plan to sustain and build on improvements as you transition into support for your 2027-2028 SIP.
3. How did at least one of the activities documented in the SMARTIE goal tables above (from SY 2026–2027) positively impact student outcomes?
4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.
5. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2027–28.