Maltby School Improvement Plan 2026-27

Note: For schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program, use the Consolidated School Improvement Template to satisfy the appropriate Components.

Additional Guidance:

- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 - How to Use the School Improvement Plan Template

Section 1: Building and District data

Building Name: Maltby Elementary	Vision and Mission Statement
Principal: Leah RInger (interim)	**Vision:** We envision a future where every student in the Monroe School District will know and say: I belong, and I matter. I am challenged, supported, and successful in my learning. I believe in myself, and my community believes in me. I feel connected to my learning, to peers, and to the adults in my school. I see a future I want, and I know how to achieve it. **Mission:** At Maltby Elementary, we foster an environment where our students cultivate a deep sense of belonging while being supported, challenged, and given opportunities to explore their passions. We empower children to learn at high levels, achieve their goals, and prepare to advance to the next level of learning.
Board Approval Date: TBD (review date October 12)	
Building Enrollment: 341	
F/R Percentage: 24.6%	
Special Education Percentage: 25.2%	
English Learner Percentage: 10.2%	

School Leadership Team Members and Family-Community Partners

Name	Title (if applicable)	Role
Leah Ringer	Interim Principal	

Shauna Briggs	Assistant Principal	

Summary of Comprehensive Needs Assessment (CNA)

A Comprehensive Needs Assessment (CNA) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
  - ELA and Math Proficiency
  - Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
  - Regular Attendance
  - Ninth Grade on Track
  - Dual Credit (if applicable)

CNA Data Summary

1. What top strengths have emerged from multiple data sources?
   - Family-reported learning behaviors rose from 52% to 59% positive, and family efficacy from 72% to 74%.
   - Students' sense of belonging edged up (66% to 67%), and three multilingual learners exited services.
   - i-Ready Math "meets standard" rose slightly (63% to 64%).

2. What top needs have emerged from multiple data sources?
   - Math growth: 48% met typical growth and 23% met stretch growth on i-Ready.
   - Foundational reading: 54% at benchmark on ORF (grades 2-5) and word reading fluency (grade 1); 67.6% of kindergarteners knew letter names.
   - State assessments: 60% met standard on ELA SBA and 51% on Math SBA (grades 3-5).
   - Peer respect was the lowest-rated Panorama area (55% favorable).
   - Language growth: 5 of 22 multilingual learners grew 1.0 or more on WIDA (including 3 who exited).

3. What disproportionalities exist among student groups?

4. What root causes has your team identified for disproportionalities among student groups?

5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?
    - Consistent Tier 1 foundational skills instruction and Tier 2 intervention in reading and math.
    - Responding to data earlier, so students who start the year on track stay on track.

6. How do identified needs impact each other?
    - Missed instruction (attendance) compounds reading and math gaps.
    - Students' sense of belonging and peer respect shape their engagement in learning.

7. Which needs require short-term goals (1-3 months) and which needs require long-term goals (6 mo - 1 year)?
    - Short-term: collect fall baselines, place students in LAP groups using the USNS Math Screener and i-Ready, start attendance early-warning outreach.
    - Long-term: growth and benchmark targets in ELA and Math, SBA results, Panorama belonging and peer respect results.

8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?
    - Quick win: Decrease in student tardies in the morning. This would help build momentum for our daily attendance goal.

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?

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?

Consider adding a subgroup goal: Alongside your overall Math or ELA SMARTIE goal, identify a subgroup that would benefit from additional focus. This helps make intervention and support efforts more targeted and gives staff a clearer way to see whether those supports are making a difference.

SY 2026-2027 SMARTIE Goal #1: ELA

SMARTIE Goal:

By June 2027, Maltby students in grades K-5 will make measurable gains in foundational reading skills, reading comprehension, and English language proficiency, as measured by the targets below. Progress will be reviewed at fall, winter, and spring benchmarks, with a mid-year check after winter data.

Subgroup Goal:

- Multilingual learners (WIDA growth, below).

Fall Problem of Practice:

Last year, fewer than 70% of students met the target on every measured area, and ORF and word reading fluency fell well below goal by spring. Several measures declined between fall and spring, which suggests some students who started on track did not stay on track. Our focus this year is making sure foundational skills instruction and Tier 2 intervention are consistent, data-driven, and responsive early enough to keep students on track.

Measures and targets

Measure	2025-26 result	Fall 2026 baseline	June 2027 target
Kindergarten letter names	67.6%	[Pending]	80%
Grade 1 word reading fluency (at benchmark)	54%	n/a	70%
Grades 2-5 Oral Reading Fluency (at benchmark)	54%	[Pending]	70%
Grades 3-5 ELA SBA (meeting standard)	60%	n/a	70% (2023-24 result was 62.9%)
i-Ready Reading: students meeting typical growth	56%	n/a	80%
i-Ready Reading: students meeting stretch growth	34%	n/a	50%
Multilingual learners: WIDA overall growth	5 of 22 (23%) grew 1.0 or more, including 3 who exited	n/a	At least 50% grow 1.0 or more or exit services; all MLL students show measurable growth

*80% reaches the target of students at Tier 1 levels.

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.**
UFLI Foundations Tier 1 instruction in grades K - 2, with Tier 2 targeted groups	***Letter names, word reading fluency, ORF, UFLI lesson progress checks, by student group***	*daily instruction; data reviewed every [6] weeks*		
LAP reading support: three days per week of small-group reading, delivered by the LAP teacher and paraeducators. Friday is a flexible catch-up day.	***LAP group movement (entering, exiting, needing more support), benchmark results, by student group***	*LAP teacher (implementation); Leah](monitoring); reviewed after each benchmark window and every [6] weeks*		

ORF benchmarking	***Fall, winter, and spring benchmark results by grade and student group***	*three windows; team review within two weeks of each*		
i-Ready Reading mid-year check	***Percent on pace for typical and stretch growth after the winter diagnostic, by grade and student group***	*January review; adjust groupings and supports for the second half of the year*		
MTSS and PLC data cycles (common assessments, response to data)	***Common assessment results, intervention group movement***	*every [4-6] weeks*		
Language support for multilingual learners	***WIDA growth, exits, progress in classroom language tasks, by language level***	*ongoing; reviewed with winter data*		

SY 2026-2027 SMARTIE Goal #2: MATH

SMARTIE Goal:
By June 2027, Maltby students in grades K-5 will make measurable gains in math, as measured by the targets below. Progress will be reviewed at fall, winter, and spring i-Ready diagnostics and the USNS Math Screener, with a mid-year check after winter data.

Subgroup goal:

Fall Problem of Practice:
Last year, fewer than half of our students met typical growth in math, and both Math SBA results and Numbers & Operations proficiency declined from the prior year. Many students appear to be working with unfinished prerequisite skills while grade-level instruction moves ahead. Our focus this year is giving students targeted, consistent support in the skills they are missing, including an added day of math support in LAP, while keeping them connected to grade-level learning.

Measures and targets

Measure	2025-26 result	Fall 2026 baseline	June 2027 target
i-Ready Math: students meeting typical growth	48%	n/a	65%
i-Ready Math: students meeting stretch growth	23%	n/a	35%
K-5 students meeting standard on i-Ready Math	64%	22% (green) 78% (green & yellow)	70%
Grades 3-5 Math SBA (meeting standard)	51%	n/a	65%
Numbers & Operations strand proficiency (i-Ready)	62%	28% (green) 84% (green & yellow)	70%
Proficient on USNS Math Screener (fall baseline source)	n/a	[Pending]	70%

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.**
LAP math support, K-5: one dedicated math day each week, delivered by the LAP teacher and paraeducators (LAP groups run three days of reading, one day of math, and a Friday catch-up day). Students are identified through classroom-based assessments, the USNS Math Screener (given 3 times per year), and i-Ready data	***USNS Math Screener results across three windows, i-Ready growth, LAP group movement (exiting or needing more support), by student group***	*LAP teacher (implementation); Leah(monitoring); group placement and movement reviewed after each screener window and every [6] weeks*		
Tier 2 math backmapping: off-level Eureka Math content paired with i-Ready My Path	***Pre/post checks on backmapped skills, My Path lesson pass rates, i-Ready growth***	*Leah & LAP Teacher: ongoing; review every [4-6] weeks*		

Current plan to support math intervention, not confirmed intervention. Will update as year progresses.				
Eureka Math Tier 1 instruction, with common assessments through PLC cycles	***Module assessment results, SBA interim data for grades 3-5***	*Classroom teachers: per module; team review within two weeks of each assessment*		
i-Ready Math mid-year check	***Percent on pace for typical and stretch growth after the winter diagnostic, by grade and student group***	*Classroom teachers, LAP, & Leah: January review; adjust groups and supports for the second half of the year*		
Numbers & Operations focus (strand data used to place students in groups)	***Strand proficiency at each diagnostic window***	*reviewed at each diagnostic window*		

SY 2026-2027 SMARTIE Goal #3: Belonging

SMARTIE Goal:
By June 2027, Maltby students and families will report a stronger sense of belonging and connection to school, as measured by the Panorama student and family surveys administered in 2026-27. Progress will be reviewed after each survey window and through behavior and SEL data, with a mid-year check in January.

Fall Problem of Practice:
Last year, about two-thirds of students in grades 3-5 reported a positive sense of belonging, and the lowest-rated area was the respect they receive from other students (55% favorable). Families' views of their students' learning behaviors improved, but fewer than 60% responded positively. Our focus this year is making respect and connection between students visible and consistent through shared language, routines, and adult modeling across classrooms, hallways, and recess.

Measures and targets

Measure	Starting point	Most recent result	2026-27 target
Grades 3-5 students reporting a positive sense of belonging (Panorama)	66% (2023-24)	67% [2026 June data]	72%
Grades 3-5 favorable response on respect from other students (Panorama)	50% (spring 2024)	55% [2026 June data]	62%
Families reporting positive family efficacy	72% (2024-25)	74% (depends on which families respond)	77%
Families reporting positive learning behaviors by their student(s)	52% (2024-25)	59%	65%
Number of responding families (context for family results)	n/a		Increase by 5 families

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.**
Second Step Tier 1 SEL instruction, K-5	***Panorama belonging and peer respect items, by student group; lesson implementation checks***	*Classroom teachers: weekly lessons; reviewed after each survey window*		
"Super Friends" Tier 1 behavior program	***Behavior referrals by location and student group; staff implementation checks***	*Resource & Para team: ongoing; reviewed every [6] weeks w/ Mustang PRIDE Team (Tier 1)*		
Zones of Regulation Tier 2 supports	***Group entry and exit, referral changes for participating students***	*SPED: ongoing; reviewed every [6] weeks*		

Trauma-informed behavior foundations (staff PD)	***PD attendance, staff practice, referral trends***	*Leah: fall PD with follow-up in [winter]*		
Student caseload reviews (IEPs, 504s, BIPs, health plans)	***Review completion, supports updated, follow-up on students flagged***	*[monthly] w/ SPED & Leah*		
Family communication and Panorama family survey	***Family efficacy and learning behavior responses, number of respondents***	*Leah/ DO: survey windows; results shared with staff and families*		

SY 2026-2027 SMARTIE Goal #4: Attendance

By June 2027, Maltby students will attend school more consistently, as measured by the targets below. Attendance will be reviewed monthly, with a mid-year check in January.

- **Regular attendance:** Average daily attendance will improve from 93.4% to 94%, and the percentage of students meeting regular attendance criteria will increase from 86% to 89%.
- **Chronic absenteeism:** Chronic absenteeism means missing 10% or more of enrolled school days. In 2025-26, 14% of students were chronically absent (including severe). The goal is to decrease this to 11% by the end of 2026-27.
- **Severe chronic absenteeism:** Severe chronic absenteeism means missing 30% or more of enrolled school days. In 2025-26, 1% of students (4 students) were severely chronically absent. The goal is no more than 3 students, with an individual support plan for every student at or near 30%, and continued outreach to students and families in need.

Fall Problem of Practice:
In 2025-26, about 1 in 7 Maltby students missed 10% or more of the school year, including four students who missed 30% or more. Missed instruction compounds the reading and math gaps we are working to close. Our focus this year is identifying students early, before they reach the chronic threshold, and pairing outreach with a personal connection to school.

Measures and targets

Measure	2025-26 result	Fall 2026 baseline	June 2027 target
Average daily attendance	93.4%		94%
Students meeting regular attendance criteria	86%		89%
Chronic absenteeism (10% or more, including severe)	14%		11% (about 37 students, down from about 48)
Severe chronic absenteeism (30% or more)	1% (4 students)		No more than 3 students

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.)*

<u>Evidence-based intervention (activity, practice or strategy)</u> 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.**
Tier 1: consistent family communication about attendance (newsletter, welcoming routines, class and school celebrations)	***Average daily attendance and regular attendance by grade and student group***	*Shauna Briggs, Assistant Principal; monthly review*		
Tier 2: early-warning monitoring, with outreach when a student reaches [5-7]% absent and a caring adult check-in.	***Number of students moving from at-risk back to regular attendance; attendance by student group, including Special Education (first-time review)***	*Shauna Briggs; monthly data review at leadership team*		
Tier 3: individual attendance plans and family meetings for students near or above 20-30% absent, with community or district supports as needed	***Students reduced from severe to chronic, or chronic to regular; plan follow-through***	*Shauna Briggs; individual review every [4-6] weeks*		
District attendance and truancy procedures	***Notices, conferences, and referrals completed on time***	*Shauna Briggs; as required by district timelines*		

Connection to Belonging work (Second Step, caseload reviews)	***Attendance of students in Zones and Tier 2 supports***	*reviewed every [6] weeks*		

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.