



Continuous School Improvement Plan 2026–2029



Anderson Island Elementary

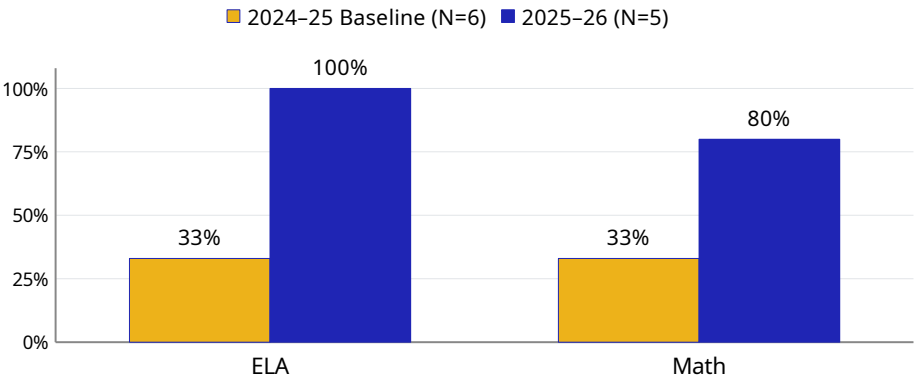
Purpose: Our 2026–2029 plan connects school goals and action steps to the district Strategic Plan through Systems, Culture, and Learning.

Systems	Culture	Learning
Align resources, routines, and supports to meet student needs.	Build positive relationships, belonging, family engagement, and collaboration.	Strengthen core instruction and use evidence to support every student’s learning.

Student Learning and Attendance

Schoolwide Assessment Results

Percentage Meeting Standard • SBA ELA and Math



Regular Attendance

Schoolwide • All Students

School Year	Attendance Rate
2025-26	61.5%
2024-25	84.2%

Goal 1 • Reading Growth | Learning

By June of 2029, at least 80% of AIE students with valid fall and spring i-Ready Reading assessments will meet or exceed their annual Typical Growth targets through explicit foundational literacy instruction, responsive support informed by individual skill profiles, and developmentally appropriate student reflection on reading strengths and growth. Staff will examine results for each student and adjust supports so all learners have equitable opportunities.

Action Steps

- Establish individual reading skill profiles.
- Protect the literacy block.
- Use student-friendly learning goals.
- Assess reading progress at least every 6–8 instructional weeks.

Goal 2 • Mathematics Growth | Learning

By June of 2029, at least 80% of AIE students with valid fall and spring i-Ready Mathematics assessments will meet or exceed annual Typical Growth targets through standards-aligned, individualized mathematics instruction, hands-on problem-solving, developmentally appropriate Building Thinking Classrooms routines, and opportunities to explain mathematical thinking and recognize personal progress.

Action Steps

- Establish individual mathematics profiles.
- Establish common Building Thinking Classrooms routines.

Goal 3 • MTSS | Learning

By June of 2029, AIE will implement a consistent schoolwide MTSS cycle for 100% of enrolled students: maintain individual strengths-and-needs profiles, screen academics and attendance, provide documented timely tiered support when indicated, and review response to intervention at least every 6–8 instructional weeks, while ensuring access to grade-level core learning and student involvement in growth-setting.

Action Steps

- Establish an MTSS tracker.
- Set a calendar for reviewing student support and progress.
- Introduce student-friendly learning reflection.

Goal 4 • Belonging and Family Partnership | Culture

By June 2029, 100% of AIE students will report a positive sense of belonging and connection to school, as measured by the AIE Student Belonging Check-In administered in winter and spring.

Action Steps

- Administer the AIE Student Belonging Check-In in winter and spring and use results to strengthen belonging and connection to school.
- Offer at least two family engagement opportunities and at least one connection with other district students or programs in 2026–27.
- Introduce student reflection and communication about assessments.

Goal 5 • Regular Attendance | Systems

By June of 2029, AIE will increase the share of enrolled students attending at least 90% of eligible school days by 10 percentage points above its verified 2025–26 baseline through a consistent monthly attendance-review and family-partnership process that identifies and responds to barriers, strengthens school connection, and coordinates individualized support without punitive assumptions.

Action Steps

- Validate the 2025–26 regular attendance baseline.
- Adopt a monthly attendance review process.
- Work toward a 3 percentage point increase in regular attendance in 2026–27.