



Continuous School Improvement Plan 2026–2029



Chloe Clark Elementary

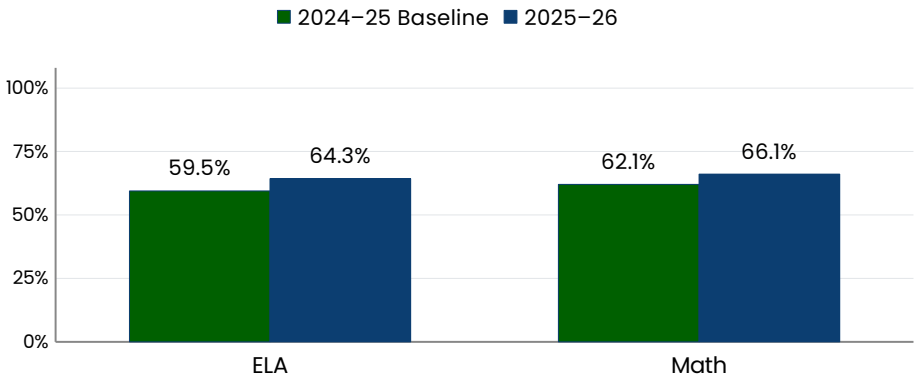
Purpose: Our 2026–2029 plan connects school goals and action steps to the district Strategic Plan through Systems, Culture, and Learning.

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	86.6%
2024-25	87.7%

Goal 1 • English Language Arts | Learning

By June of 2029, Chloe Clark Elementary will increase student proficiency in English Language Arts by strengthening Tier 1 core instruction, resulting in a 10% increase in students achieving on or above grade level in reading comprehension (including a 6% growth in i-Ready comprehension).

Action Steps

- Kindergarten: Provide weekly i-Ready lessons and daily UFLI connected text; use Wonders comprehension assessments in January, March, and May.
- Grade 1: Provide daily UFLI instruction; check i-Ready lesson passing rates monthly and use the Core Phonics Screener and i-Ready Inform comprehension data.
- Grade 2: Provide UFLI instruction and comprehension work; track informational and narrative text results monthly.
- Grade 3: Use fall, winter, and spring i-Ready Inform data and Word Origins assessments.

Goal 2 • Mathematics | Learning

By June of 2029, Chloe Clark Elementary will increase student proficiency in Math by strengthening Tier 1 core instruction, resulting in a 5 percentage point increase in students demonstrating proficiency in Operations and Algebraic Thinking on the i-Ready Inform.

Action Steps

- Implement the district-adopted mathematics curriculum with fidelity within the protected math instructional block.
- Kindergarten: Provide weekly i-Ready math lessons; monitor lesson passing rates and addition within 10 using ESGI in January, March, and May; use visual anchor charts to teach concrete and representational subtraction strategies.
- Grade 1: Use Concrete–Representational–Abstract instruction and daily algebraic reasoning routines, including patterns and unknown equations; monitor i-Ready lesson passing rates and ESGI counting, addition, subtraction, and number recognition data.
- Grade 2: Build fact fluency within 20 and use one-step word problems with numbers to 20 in fall, 100 in winter, and 1,000 in spring.

Action Steps

- Grade 3: Explicitly teach mathematics vocabulary, the four operations, and symbols; use exit tickets, fall/winter/spring i-Ready Inform data, and vocabulary checks with unit assessments.

Goal 3 • MTSS | Learning

By June of 2029, staff will identify, refine, and deliver high-quality Tier 1 strategies, ensuring at least 80% of all students across every demographic group master core grade-level standards.

Action Steps

- Implement consistent, grade-level, standards-aligned Tier 1 instruction using district-adopted curricula within protected literacy and math instructional blocks so all students have meaningful access to core content.
- Implement UFLI Foundations and Word Origins with fidelity to the recommended sequence, instructional routines, and pacing in the applicable grade levels.
- Conduct monthly, non-evaluative learning walks during protected literacy and math instructional blocks to gather evidence of curriculum implementation, student access to core content, and consistency across classrooms.
- Share universal Tier 1 strategies, plan their use in future lessons, and identify what worked well for students and what needs clarification.

Goal 4 • Professional Learning Communities | Culture + Systems

By June of 2029, Chloe Clark Elementary will strengthen staff collaboration and data-driven instruction through high-functioning Professional Learning Communities (PLCs) across all grade levels.

Action Steps

- Establish and use a common definition and structure for PLC meetings and team collaboration forms.
- Provide professional learning on collaborative data analysis.
- Administer fall, winter, and spring PLC perception surveys and use the PLC Effectiveness Rubric to guide practice.