

Lothrop's School Improvement Plan



Problem Statement: There is currently a lack of consistent implementation of evidence-based instructional practices across classrooms and grade levels, resulting in uneven academic growth and proficiency rates. This inconsistency limits equal opportunities for all students to achieve their fullest potential and undermines the development of collective teacher efficacy.					
Root Causes: lack of student ownership, too many scaffolds, lack of progress monitoring, teacher vs student cognitive load					
Goal 1: By May 2026, Lothrop will increase the percentage of on track or above students in grades 3-5 as measured on NSCAS ELA from 36% to 55.4%					
Strategy: What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?		Professional Development: What will you teach to support effective strategy implementation? Budget Planning
K-2 Apply high leverage literacy practices in foundational skills. 3-5 Construct and engage in arguments using evidence from grade level complex texts and critique the reasoning of others. Planning and Preparation. Professional Learning Communities (PLCs) Cognitive Task Analysis	<ul style="list-style-type: none">- create a space that is conducive to analyzing student work and planning for lessons as a team- implement unpacking high- quality task, analyzing student work, and progress monitoring protocols- establish a committed time to meet as a leadership team to discuss coaching patterns and trends- create ELPA Professional Learning and partner with the EL team and teacher leaders to bring in ALD, PLD, PD to teachers- implement an additional planning session that allows multiple grade levels to work together to plan	<ul style="list-style-type: none">- Low-inference coaching notes that have supportive evidence of strategies being utilized effectively- Weekly coaching visits from principal, assistant principal and instructional facilitator with immediate feedback- Success on grade level tasks-evident on analyzing Student Work- Collect, analyze and plan using student data- Lesson plans have evidence of scaffolds (language frames, anchor charts, word banks, close reading).- Daily Instructional lessons have opportunities for students to read, write, speak and listen and be active participants in their learning.- ELEOT data is indicating that all students are taking ownership, engaged, and progress monitoring	School Wide	3-5 NSCAS Data yearly K-5 MAP Data three times a year ELPA Data yearly	District Curriculum Days <ul style="list-style-type: none">- Structured Literacy- Complex Texts Grade 3- UNO & Leading Educators Course Work Literacy Strategies 7 Mighty Moves Book Study Scaffolding Strategies Differentiation Strategies
			Grade Level	K-5 HMH Weekly and Module Assessments monthly K-2 SL Inventory Assessments once year	
			Collaborative Team	Progress Monitoring Tool tracking On Track, Developing, Advanced, on targeted standard in PLCs twice a month	

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Root Causes: increased number of EL students, lack of formal writing skills, lack of opportunities for writing					
Goal 2: By May 2026, Lothrop's ATSI Hispanic group will increase the percentage of on track or above students in grades 3-5 Status Score from 29% to 35%					
Strategy: What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?		Professional Development: What will you teach to support effective strategy implementation?
K-2 Apply high leverage literacy practices in foundational skills. 3-5 Construct and engage in arguments using evidence from grade level complex texts and critique the reasoning of others. Planning and Preparation. Professional Learning Communities (PLCs) Cognitive Task Analysis	<ul style="list-style-type: none">- create a space that is conducive to analyzing student work and planning for lessons as a team- implement unpacking high-quality task, analyzing student work, and progress monitoring protocols- establish a committed time to meet as a leadership team to discuss coaching patterns and trends- create ELPA Professional Learning and partner with the EL team and teacher leaders to bring in ALD, PLD, PD to teachers- implement an additional planning session that allows multiple grade levels to work together to plan	<ul style="list-style-type: none">- Low-inference coaching notes that have supportive evidence of strategies being utilized effectively- Weekly coaching visits from principal, assistant principal and instructional facilitator with immediate feedback- Success on grade level tasks- evident on analyzing Student Work- Collect, analyze and plan using student data- Lesson plans have evidence of scaffolds (language frames, anchor charts, word banks, close reading).- Daily Instructional lessons have opportunities for students to read, write, speak and listen and be active participants in their learning.- ELEOT data is indicating that all students are taking ownership, engaged, and progress monitoring	School Wide	3-5 NSCAS Data yearly K-5 MAP Data three times a year ELPA Data yearly	District Curriculum Days <ul style="list-style-type: none">- Structured Literacy- Complex Texts Grade 3- UNO & Leading Educators Course Work Literacy Strategies 7 Mighty Moves Book Study Scaffolding Strategies Differentiation Strategies
			Grade Level	K-5 HMH Weekly and Module Assessments monthly K-2 SL Inventory Assessments once year	
			Collaborative Team	Progress Monitoring Tool tracking On Track, Developing, Advanced, on targeted standard in PLCs twice a month	

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Problem Statement: Attendance trend data indicates that our chronic absenteeism is decreasing; however, chronic absenteeism efforts need to be improved.					
Root Causes: school to home communication, parents not responding to phone calls and letters, transportation barriers					
Goal 3: By May 2026, Lothrop will decrease the percentage of chronic absenteeism students from 35.94% to 29.66%					
Strategy: What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?		Professional Development: What will you teach to support effective strategy implementation?
Building stronger family relationships Effective communication using home native languages Early Intervention	<ul style="list-style-type: none">- utilizing our EC Family Engagement staff- translating attendance information using home languages- call families from Red and Orange from 24-25 school year- set goals with students from Red and Orange from 24-25 school year and do check-ins	<ul style="list-style-type: none">- decreased number of students in red and orange sections- decreased number of students arriving tardy to school- increased number of students in class and being recognized for improved attendance- increased conversations between staff and families- providing families additional resources to support attendance (transportation, alarm clocks, clear understanding of attendance expectations, basic needs)	School Wide	Attendance Dashboard Attendance Goal Tracking Weekly	Attendance Matters Flyers Back To School Table Parent Talking Points
			Grade Level	Attendance Banner Traveling Banner monthly	
			Collaborative Team	Communication in EXCEL sheet Weekly	