

Spring Lake Elementary School Improvement Plan



Problem Statement: According to our data 29% of students at Spring Lake were reading at or above the 50th percentile on MAP last year. We have been working on scaffolding during instruction so that students can work with grade level text.

Root Causes: We consistently provide grade level tasks for our students to complete but our stuck point is that we feel bad for our kids when we see them struggle so we over-scaffold or provide the same scaffold to everyone. When this happens, students wait for the teacher to rescue them or provide a scaffold. They are reluctant to take risks or get started on the task.

Goal 1: We will be adjusting our academic goal to ensure that we have ambitious enough targets to get 100% of students reading on grade level by 2030.

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? LINK to monitoring sheet within each Toolkit Here		Professional Development: What will you teach to support effective strategy implementation? LINK to annual professional learning plan Here
K-2 High Leverage Literacy Practices in Foundational Skills	Collaborate to contextualize Structured Literacy/ Foundational Skills (visuals, meaningful context) Coach on implementation of contextualized Structured Literacy/ Foundational Skills	Teachers are implementing SL/FS lessons that are contextualized so that language learners are able to retain the new learning and make meaning	School Wide	Pre vs. Post SL Assessments	http://bit.ly/44EMM3v
			Grade Level	Pre vs. Post SL Assessments, Active Observation Notes	
			Leadership/ILT	Pre vs. Post SL Assessments, Coaching Data	
3-5 Construct and engage in arguments using evidence from grade level complex texts and critique the reasoning of others.	Study the book, <u>Talk Read Talk Write</u> Coach on Talk Read Talk Write (TRTW).	Teachers are facilitating grade level lessons incorporating speaking, listening, reading and writing.	School Wide	MAP 3x, Module Assessments, Student Written Work Samples Quarterly	Ongoing Talk Read Talk Write PD based on coaching data and student work

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	Collect coaching data on implementation of TRTW. Provide ongoing professional development about TRTW based on coaching data.	Students are actively engaged in speaking, listening, reading and writing on grade level (or beyond) tasks.	Grade Level	MAP 3x per year, Module Assessments, Written work samples monthly	
			Leadership/ILT	MAP 3x, Coaching data quarterly (low inference note analysis)	
Talk Read Talk Write	Coach on Talk Read Talk Write (TRTW). Collect coaching data on implementation of TRTW. Provide ongoing professional development about TRTW based on coaching data.	Teachers are facilitating grade level lessons incorporating speaking, listening, reading and writing. Students are actively engaged in speaking, listening, reading and writing on grade level (or beyond) tasks.	School Wide	MAP 3x, Module Assessments, Student Written Work Samples Quarterly	Ongoing Talk Read Talk Write PD based on coaching data and student work
			Grade Level	MAP 3x per year, Module Assessments, Written work samples monthly	
			Leadership/ILT	MAP 3x, Coaching data quarterly (low inference note analysis)	
Backwards Planning	Review module/unit assessments for target skills/concepts Design in collaborative teams lessons that align to target skills/concepts	Teachers are facilitating appropriately scaffolded lessons with grade level tasks and adjusting instruction as needed that allow students to do the heavy lifting. Students are completing tasks aligned to grade level standards.	School Wide	MAP 3x, Module Assessments, Student Written Work Samples Quarterly	Ongoing backwards planning using module/unit assessments and standards
			Grade Level	MAP 3x per year, Module Assessments, Written work samples monthly	
			Leadership/ILT	MAP 3x, Coaching data quarterly (low	

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				inference note analysis)	
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Problem Statement: At our school there are significant differences in academic outcomes between student groups, particularly our students with disabilities. 90% of our students with disabilities in grades 3-5 are not proficient on NSCAS. 89% of our students with disabilities who are also English learners in grades 1-5 are not making progress on ELPA (according to 2024 results). This is a decline for both areas from our baseline year.					
Root Causes: Classroom teachers do not understand how to use students’ accommodations and appropriate scaffolds to support students with disabilities in reaching grade level standards.					
Goal 2: We will increase the percentage of students with disabilities’ in grades three through five proficiency on NSCAS from 10% to 21%. We will increase the percentage of students with disabilities’ in grades one through five progress towards English proficiency as measured on the ELPA21 from 11.11% to 20% by spring 2026.					
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
Individualized support to students who are not making progress	Quarterly create and revise a list of students who are not making progress on their IEP goals, ELPA and/or MAP. Train additional staff on appropriate supports/interventions (Zoo Phonics, Touchmath, Start Right Readers, etc.) for these students. Assign staff to meet with these students daily.	Master schedule with additional support for individual students receiving specialized instruction Data sheets for students receiving support demonstrating growth on given intervention	Collaborative Team (PLCs)	Reviewing data from additional supports provided monthly	SI teachers will provide identified staff PD on selected supports/interventions and how to track the associated data
Review students with disabilities’ data and make adjustments to instruction based on	Create and distribute module/unit data tracking spreadsheets to grade level and SI teachers	Selecting appropriate scaffolds and supports for students with different needs Students using accommodations with more intentionality and consistency	Grade Level	Review work samples for students with disabilities monthly in PLCs	PD on accommodations and what that looks like and sounds like in the general education classroom

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student performance on tasks and MAP	Review student written work for all students with disabilities when student work is studied by PLCs Identify and implement strategies in PLCs to help students with disabilities improve based on student work and assessment performance Meet quarterly in teams with SI teachers to discuss student progress and usage of accommodations	Student work improving over time	Collaborative Team w/SI teachers	Module/Unit assessments (quarterly)	
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Problem Statement: Families who reach the level of chronic absenteeism do not feel comfortable sending their children to school with any ill symptoms. They think that any symptom may be a sign of Covid and/or are reluctant to send a possibly ill child and receive a call during their workday to pick their child up from school.

Root Causes: Families are unaware of the negative effects chronic absenteeism has on a student over their lifetime. Families are unaware of the new attendance law.

Goal 3: Spring Lake’s chronic absenteeism rate for students in grades K-5 will decrease from 22.59% to 18.22% by Spring 2026.

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? LINK to monitoring sheet within each Toolkit Here		Professional Development: What will you teach to support effective strategy implementation? LINK to annual professional learning plan Here
Attendance Team	Meet weekly to discuss attendance data and address student milestones	Increasing the “green”, decreasing the yellow and red	Collaborative Team	Weekly attendance data	n/a
Quarterly, one-on-one, attendance meetings	AP meets quarterly with all students in grades 3-5 regarding their attendance	Students articulating attendance goal and committing to coming to school regularly. Increasing the “green”, decreasing the yellow and red	Collaborative Team	Weekly attendance data	n/a
Attendance advocate	Designated staff members meet regularly with students who missed more than 20 days in the 2024-2025 school year.	Increasing the “green”, decreasing the yellow and red	Collaborative Team	Weekly attendance data	n/a
Attendance Progress Report	Send home quarterly attendance progress reports to all students.	Increasing the “green”, decreasing the yellow and red	Collaborative Team	Weekly attendance data	n/a