



2025-2026 SCHOOL IMPROVEMENT PLAN

Teaching and Learning (TL)

Establish systems at the District and Building levels to support and deliver high-quality teaching and learning.

TL 1: Core Function

Utilize **standards aligned curriculum** that defines a set of skills and behaviors of appropriate content and rigor to prepare students for both college and careers in the 21st Century.

School Year 2024/2025

Plan	Action
Implement new ELA program myPerspectives with fidelity, ensuring all grade level standards are addressed.	Teachers utilized Summer Curriculum hours to prepare for the second year of implementation for our new program. Our work focused on how to best utilize both the Language Arts course and the Literature course at each grade level to better address all grade level standards.

Continue to increase student engagement and student success in science as it relates to scientific investigation and scientific writing skills.	Each grade level completed at least four of the possible six units of study with this curriculum. Teachers utilized Summer Curriculum hours to update and streamline the units of study.
Continue the work of aligning coursework within each course and between courses based on state learning standards.	The Math team successfully implemented Eureka Math Squared for the 2024-2025 school year. Professional development began in the spring of 2023 and continued throughout the school year. Teachers also utilized Summer Curriculum hours to further prepare for the rollout of this updated program.

TL 2: Core Function

Employ **instructional practices** that are evidence-based and differentiated, resulting in improved outcomes for all students.

School Year 2024/2025	
Plan	Action
Incorporate digital instructional tools and activities to enhance student learning experiences with an emphasis on addressing diverse student needs within the classroom setting.	<p>Tailored digital instructional tools to specifically meet the needs of teachers and students.</p> <ul style="list-style-type: none"> - Managed the i-Ready Set Go! Challenge, motivating student engagement with i-Ready and IXL including tracking progress and providing incentives to boost participation and achievement - Developed and implemented schoolwide on-demand writing initiatives to meet state learning expectations. - Provided professional development on ACCESS testing, English Language Proficiency levels, and accommodations for EL students - Integrated the PBIS Rewards System to recognize positive behavior and coordinate its use. - Integrated AI tools like Class Companion; trained teachers on its use and co-taught classes when implemented - Trained and supported teachers in using Diffit to tailor reading levels and translations to EL students. - Assisted ELA teachers with a new program integration.

	<ul style="list-style-type: none"> - Facilitated district-wide professional development covering writing strategies, metacognition, and instructional technology integration - Co-taught and implemented Canva across various classes and grades. - Designed and launched a Spanish translation version of Homework Hotline. - Provided ongoing training for ed tech resources like StoryBoard That, Kami, G-Suite, etc. - Continued to refine and implement a 6-8 writing framework to improve student writing.
Utilize i-Ready results to identify grade-level trends as well as individual student gaps, and allow the individualized learning pathways and teacher intervention to target deficits in student learning.	Provided time for students to work on individualized learning pathways during extended Homeroom each Wednesday. Math teachers and Inclusion Facilitators assigned specific lessons to students based on their identified learning gaps. Also utilized for additional mastery practice of current grade-level skills. Utilized the i-Ready Standards Mastery exercises which are designed to replicate items on IAR.

TL 3: Core Function

Develop and use standards-aligned **formative, interim, and summative assessments** that provide the necessary data to make informed decisions to improve student learning and staff practices.

School Year 2024/2025	
Plan	Action
Continue to focus our system of assessment on student demonstration of meeting the learning standards of the appropriate course and grade level.	Ongoing modifications of course assessments in order to ensure alignment of the assessment tasks to the appropriate grade-level learning standards.
Increase utilization of relearning and reassessment for our struggling students along with improving communication between school and home to increase	Increased communication with students and parents to encourage greater utilization of reassessment opportunities. Teachers sent emails to inform parents about upcoming summative assessments as well as to remind them of

utilization of reassessment.	the opportunity to reassess if necessary. Provided students with the opportunity for reassessment and test make-ups through our After-School Testing Center each Wednesday.
Provide professional development to equip teachers with strategies to better meet the diverse learning needs of all students utilizing student assessment data.	Provided professional development on ACCESS testing, English Language Proficiency levels, and accommodations for EL students. Facilitated district-wide professional development covering writing strategies, metacognition, and instructional technology integration.

TL 4: Core Function

Encourage student growth in **social and emotional development, cultural awareness, and global perspective.**

School Year 2024/2025	
Plan	Action
Continue to utilize PRIDE Points to <u>promote participation, responsibility, integrity, determination, and empathy.</u>	Increased student experiences offered that could be purchased in the ROAR Store. The program PBIS Rewards was utilized to streamline the process for issuing points, providing feedback to students, as well as providing students with information about their points balance. Students were given the opportunity to take greater ownership by applying to volunteer as helpers with the Roar Store. Students were required to demonstrate positive behavior to shop each week.
Focus on building executive functioning skills and appropriate utilization of Social Media within our SEL program.	The program Be Good People was utilized to engage the students in weekly SEL lessons on a variety of topics to better equip them for both academic success and social-emotional wellbeing. Weekly Tier 1 executive functioning lessons were delivered during homeroom for the first quarter of the school year.
Continue to develop partnerships with local mental health agencies in order to provide families with appropriate resources and supports.	The Student Services team contacts outside therapists in order to provide a continuum of services for any student receiving outside support. They meet with local agencies to stay up to date with what each agency has to offer that may

	benefit our students. Additionally, Referral GPS was made available to all families through a direct link on the district website under the Wellness tab.
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Support Systems (SS)

Provide effective support systems for students and staff that promote quality learning experiences.

SS 1: Core Function

Recruit, employ, retain and assign **highly qualified teachers, administrators and support staff** who are able to improve and support quality instruction.

School Year 2024/2025

School Year 2024/2025	
Plan	Action
Create <u>diverse interview committees</u> that understand and support our school's philosophy and culture.	With the assistance of staff interview committees, we successfully hired strong candidates to fill our open teaching positions.
Support new staff members within our <u>district mentoring program</u> as well as through ongoing efforts to acclimate them into our building culture.	Each of our new teachers met regularly with their mentor teachers. Our efforts to acclimate our new staff were successful as evidenced by the 5 Essentials Survey results.
Continued focus on building positive relationships and accountability in order to strengthen school climate and culture (i.e. celebrations outside of school, time to connect on Institute Days, community building, etc.)	Purposeful efforts were made to provide staff members with opportunities to connect with their colleagues and to provide input as we continue to establish a positive school culture (sharing about summer and winter breaks, retirement celebrations, etc.). With the support of both the HSO and the PRIDE Team, our community celebrated and demonstrated their appreciation for our staff through a variety of events and activities.

SS 2: Core Function

Provide high quality, job-embedded, ongoing mentoring and **professional development** for district and school staff aligned to teacher and student needs.

School Year 2024/2025	
Plan	Action
Continue to support teachers and provide updates with the implementation of current instructional programs and tools. Utilize the Instructional Coach to <u>support teachers' implementation of new instructional programs and tools through all-staff trainings and individual collaboration.</u>	ELA teachers were supported in implementing our new ELA program, including navigating the digital tools associated with the program. An all-staff workshop on AI in Education covered general information about AI along with training on specific educational technology tools that use AI, including Google Gemini, Diffit, and Class Companion. The Writing Revolution PLA provided educators with a range of strategies to scaffold and support the writing process, ensuring that the needs of all learners, regardless of ability level, were addressed. The Metacognition PLA delivered both retrieval practice and the neuroscience of learning, helping teachers understand how students' brains take in, process, and retain information in order to strengthen long-term learning outcomes. Much of the professional development provided by the Instructional Coach is tailored to meet the specific needs of an individual teacher, or small group of teachers, as well as the needs of their students.
Provide professional development for implementation of new ELA program myPerspectives.	Additional release time along with dedicated time on professional learning days was provided for planning and collaboration to better ensure successful implementation of this program. The Instructional Coach assisted with co-planning, navigating the program website, and finding resources to help support teachers and students.
Give <u>every staff</u> member a <u>voice</u> in planning professional development through the work of the School Improvement Team. Members of SIT meet with each member of the staff to get feedback regarding PD opportunities as needed.	The team met over the summer as well as throughout the year in order to assess staff needs and determine how allotted professional learning time can best be utilized to address these needs. Teachers were surveyed in the Spring to gather information about professional learning needs and interests which will be used to develop Individualized Professional Learning Cohorts for the 2025-2026 school year.

SS 3: Core Function

Utilize a teacher and administrator **evaluation system to improve educator effectiveness** that incorporates both professional practice and student growth.

School Year 2024/2025

Plan	Action
Utilize the district <u>evaluation system</u> with a <u>focus on reflection, feedback and goal-setting</u> which promotes the professional growth of teachers.	Completed staff summative evaluations and formal and informal observations.
<p>Maintain a common <u>school-wide goal</u> tied to student growth on i-Ready Reading and i-Ready Math, giving all teachers a <u>shared responsibility in cross-curricular support</u> of all students' development with respect to <u>reading and mathematics</u>.</p> <ul style="list-style-type: none">■ For both ELA and Math, we use iReady diagnostic results Fall to Spring as a PERA (Student Growth) measure:<ul style="list-style-type: none">● 60% of students meet or exceed typical growth = Excellent rating● 45% of students meet or exceed typical growth = Proficient rating	Celebrated significant growth demonstrated on spring i-Ready diagnostics with students and staff.

School Year 2025/2026

Plan

TL 1: Utilize standards aligned curriculum that defines a set of skills and behaviors of appropriate content and rigor to prepare students for both college and careers in the 21st Century.

- Monitor the 2nd year implementation of our math program Eureka Math Squared with a focus on addressing as many grade level standards as possible across all grades.
- Utilize Literature classes to support myPerspectives implementation.

TL 2: Employ instructional practices that are evidence-based and differentiated, resulting in improved outcomes for all students.

- Expand opportunities to improve student writing skills across the curriculum by modeling effective writing, practice, and regular feedback.
- Incorporate digital instructional tools, activities to enhance student learning experiences, and implement artificial intelligence (with the guidance and support of the Instructional Coach) with an emphasis on addressing diverse student needs within the classroom setting.
- Utilize i-Ready results to identify grade-level trends as well as individual student gaps and allow the individualized learning pathways and teacher intervention to target deficits in student learning.

TL 3 : Develop and use standards-aligned formative, interim, and summative assessments that provide the necessary data to make informed decisions to improve student learning and staff practices.

- Continue to focus our system of assessment on student demonstration of meeting the learning standards of the appropriate course and grade level.
- Increase the number of students participating in relearning and reassessment opportunities.
- Provide professional development to equip teachers with strategies to better meet the diverse learning needs of all students utilizing student assessment data.
- Partner with the High School to study and implement grading and assessment best practices to improve student learning.

TL 4: Encourage student growth in social and emotional development, cultural awareness, and global perspective.

- Continue to utilize PRIDE Points to promote participation, responsibility, integrity, determination, and empathy.
- Focus on embedding executive functioning skill development in the classroom.
- Continue to develop partnerships with local mental health providers in order to provide families with appropriate resources.

SS 1: Recruit, employ, retain, and assign highly qualified teachers, administrators and support staff who are able to improve and support quality instruction

- Create diverse interview committees that understand and support our school's philosophy and culture.
- Support new staff members within our district mentoring program as well as through ongoing efforts to acclimate them into our building culture.
- Continued focus on building positive relationships and accountability in order to strengthen school climate and culture (i.e. celebrations outside of school, time to connect on Institute Days, community building, etc.)

SS 2: Provide high quality, job-embedded, ongoing mentoring and professional development for district and school staff aligned to teacher and student needs

- Continue to support teachers and provide updates with the implementation of current instructional programs and tools. Utilize the Instructional Coach to support teachers' implementation of new instructional programs and tools through all-staff trainings and individual collaboration.
- Continue to provide support with implementation of our ELA program myPerspectives.
- Give every staff member a voice in planning professional development through the work of the School Improvement Team. Ten possible professional learning cohorts will be offered based on teacher feedback collected by our School Improvement Team.

SS 3 Utilize a teacher and administrator evaluation system to improve educator effectiveness that incorporates both professional practice and student growth.

- Utilize the district evaluation system with a focus on reflection, feedback and goal-setting, which promotes the professional growth of teachers.
- Maintain a common school-wide goal tied to student growth on i-Ready Reading and i-Ready Math, giving all teachers a shared responsibility in cross-curricular support of all students' development with respect to reading and mathematics.
 - For both ELA and Math, we use iReady diagnostic results Fall to Spring as a PERA (Student Growth) measure:
 - 60% of students meet or exceed typical growth = Excellent rating
 - 45% of students meet or exceed typical growth = Proficient rating