



GAGE ELEMENTARY
SCHOOL CONTINUOUS
IMPROVEMENT PLAN
2025-2026



Post-secondary Pathways 2025-2026 SCIPs

Improvement Goal(s):

1. Achieve an 80% completion rate of assignments in Xello at each grade level 3-12.

Instructions: Please fill in all of the shaded areas below with the requested information.

Initiative A: Implement Xello and supporting lessons to help every student develop and implement a plan for life after high school, referred to as the “postsecondary plan”		
Who is responsible for overall leadership of this initiative?		
Name	Role	
Amy Hughes	Administrator	
What major action steps will your team take to implement this initiative?		
Action Steps	Lead Staff	Target Completion Date
1. Convene a Postsecondary Pathways Team or other designated team, that includes school counselors, the principal or assistant principal, teachers, and other appropriate staff to guide the school’s postsecondary pathways strategy.	Amy Hughes Madison Nelson	September 30, 2025
2. Identify delivery model to be used for teaching and supporting required activities during designated postsecondary readiness time using Xello and the supporting curriculum, and document progress using the assignment feature in Xello.	Amy Hughes Madison Nelson	September 30, 2025
3. Provide all school staff with an introduction to the core components of postsecondary and career readiness, the functionalities of Xello, and promote reflection and discussion of ways they can integrate postsecondary and career readiness into their teaching and other work with students	Amy Hughes Madison Nelson	October 15, 2025
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4. Identify the staff members who will guide students through the use of Xello and the Success Plan curriculum and provide staff with written instructions and professional development to prepare them to lead students through the content.	Madison Nelson	October 15, 2025
5. Engage the school's postsecondary pathways leadership team, or other designated team, in reviewing and monitoring the completion of postsecondary readiness tasks, assignments and steps as recorded in Xello. Review and response to data will be completed at minimum on a quarterly basis.	Amy Hughes Madison Nelson	Ongoing
6. Develop a plan for sharing completion data and response plan with staff.	Amy Hughes Madison Nelson	May 30, 2026

Gage Family Engagement for 2025-2026 SCIP

Improvement Goal(s):

1. As measured by the RPS Family Engagement Survey, 80% of Parents/Caregivers report affirmatively that they belong in their school community
2. As measured by the RPS Family Engagement Survey, 80% of Parents/Caregivers report affirmatively that school shares ideas with their family to help their student learn.
3. As measured by the RPS Family Engagement Survey, 80% of Parents/Caregivers report affirmatively that school asks their family for ideas to support students and the school community.

Instructions: Please fill in all of the shaded areas below with the requested information.

Initiative A: Implement and evaluate the position of Family Engagement Liaison		
Who is responsible for overall leadership of this initiative?		
Name	Role	
Kris Davidson	Administrator	
What major action steps will your team take to implement this initiative?		
Action Steps	Lead Staff	Target Completion Date
1. Create or sustain the position of Family Engagement Liaison to coordinate the following activities: Implementation of the Dual Capacity-Building Framework, collection, and analysis of data on family engagement, use of the TalkingPoints tool for family communication, implementation of cohorts of the CAPE: Caregiver and Parent Empowerment program, and coordination of additional high impact Family Engagement strategies	Jennifer Spindler-Krage/ Julie McLaren	May 2026
2. Engage the Family Engagement Liaison in participating in professional development and improvement initiatives facilitated by the Coordinator of Family Engagement and other central office staff	Jennifer Spindler-Krage	Summer 2024
3. Participate in the evaluation of the Family Engagement Liaison position facilitated by the Coordinator of Family Engagement and other central office staff	Kris Davidson	May 2025

Initiative B: Implement the Dual Capacity-Building Framework for Family-School Partnerships		
Who is responsible for overall leadership of this initiative?		
Name	Role	
Julie McLaren	Community School Facilitator/Family Engagement Liaison	
What major action steps will your team take to implement this initiative?		
Action Steps	Lead Staff	Target Completion Date
1. Engage all staff in professional development on the Dual Capacity-Building Framework for Family-School Partnerships facilitated by the Community School Facilitator. a. September educational staff meeting: Talking Points and family event menus	Julie McLaren Denita Nichols	September 2025
2. Engage all staff in identifying and implementing ways that they can integrate the Dual Capacity-Building Framework for Family-School Partnerships into their work with parents, caregivers, students, and other family members a. Each classroom will do at least one Family Collaboration (caregiver observations of school lessons) b. Each staff member will help plan, support and attend at least two family engagement events (either grade level or school wide) during the 25-26 school year. i. Create a shared Family Engagement Event Calendar ii. Family engagement process: planning sheet	Julie McLaren Denita Nichols	May 2026
3. Provide feedback to the Coordinator of Family Engagement and other central office staff on ways that the Dual Capacity-Building Framework for Family-School Partnerships can be integrated into the work of all staff to inform plans to integrate the Dual Capacity-Building Framework into all RPS schools starting with the 2025-2026 school year	Family Engagement Committee	May 2026

Initiative C: Implement at least one cohort of the CAPE: Caregiver and Parent Empowerment with PIQE (Parent Institute for Quality Education) Curriculum
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Who is responsible for overall leadership of this initiative?		
Name	Role	
Julie McLaren	Community School Facilitator	
What major action steps will your team take to implement this initiative?		
Action Steps	Lead Staff	Target Completion Date
1. Collaborate with the Coordinator of Family Engagement and other central office staff to implement at least one cohort of the CAPE program	Julie McLaren	May 2026
2. Collect parent perception data via retrospective surveys of cohort participants; partner with the Coordinator of Family Engagement and other central office staff to evaluate the near-term and longitudinal effectiveness of the CAPE program and to identify areas for continuous improvement	Julie McLaren	May 2026

Initiative D: Use the TalkingPoints platform to expand and deepen partnerships with parents/caregivers to promote student success		
Who is responsible for overall leadership of this initiative?		
Name	Role	
Julie McLaren	Community Schools Facilitator	
What major action steps will your team take to implement this initiative?		
Action Steps	Lead Staff	Target Completion Date
1. Engage relevant staff members in professional development on best practices in use of the TalkingPoints platform	Julie McLaren Denita Nichols	September 2025
2. Engage participating staff in sending five or more monthly messages to parents/caregivers who are identified as facing barriers to family engagement in student success	Julie McLaren Denita Nichols	Fall 2025
3. Participate in the evaluation of the use of the TalkingPoints platform that will be conducted by the Coordinator of Family Engagement and other central office staff	Julie McLaren Denita Nichols	May 2026

MTSS 2025-2026 SCIP

Improvement Goal:

1. Increase the percentage of students who meet the criteria for “on track” in reading on the FastBridge assessment by 3.5 percentage points
 - a. K-5 : 80% of students will meet or exceed their projected end of year goal based on their progress monitoring assessment(s) (Letter sounds, letter names, nonsense words, etc)
 - b. 1-5 : 80% will meet or exceed their projected end of year goal based on the CBM Progress Monitoring Assessment
2. 100% of our classroom teachers will deliver Tier 2 and Tier 3 instruction daily (small group or one-on-one).

Instructions: Please fill in all the shaded areas below with the requested information.

Initiative A: Scheduling for Student Support		
Who is responsible for overall leadership of this initiative?		
Name	Role	
Amy Hughes	Administrator	
What major action steps will your team take to implement this initiative?		
Action Steps	Lead Staff	Target Completion Date
1. NEW: The MTSS Leadership Team and Building Master Scheduler(s) will coordinate daily schedules to ensure that students receiving multiple support services (i.e., interventions, IEP, MLL, etc.) receive interventions while maintaining access to core instruction. a. Scheduling Team meeting June 11th	Amy Hughes MTSS Team	Jul 1, 2025

2. CONTINUE / ENHANCE: <i>Elementary</i> The MTSS Leadership Team and Building Master Scheduler(s) will develop a Tier 2 and 3 intervention schedule with dedicated intervention blocks to avoid conflicts with core instruction. a. Scheduling Team meeting June 11th	Amy Hughes MTSS Team	Jul 1, 2025
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Initiative B: MTSS Leadership and Collaboration		
Who is responsible for overall leadership of this initiative?		
Name	Role	
Kris Davidson	Administrator	
Amy Hughes	Administrator	
What major action steps will your team take to implement this initiative?		
Action Steps	Lead Staff	Target Completion Date
1. MUST COMPLETE: Establish an MTSS Leadership Team with clear roles, recurring meeting dates, meeting routines, and feedback systems to guide implementation, monitor progress, and improve effectiveness over time. Initiative Document CONTINUE / ENHANCE: Improve the effectiveness of the MTSS Leadership Team by defining clear roles, meeting routines, and feedback systems to guide implementation, monitor progress, and improve effectiveness over time.	Amy Hughes Cara Felderman	Aug 30

2. MUST COMPLETE: Design and implement a weekly PLC schedule using a consistent cycle of inquiry and data-driven problem-solving process across all teams. a. Create PLC Facilitator meeting schedule (Amy Cara) CONTINUE / ENHANCE: Improve the effectiveness of PLCS to use a consistent cycle of inquiry and data-driven problem-solving process across all PLC team structures.	Amy Hughes Cara Felderman	July 1
3. CONTINUE / ENHANCE: The MTSS Literacy Team will create a clear communication plan with staff that defines the: Tiers of support and the process for accessing support for students, the assessment administration cycle, themes from universal screening results, and data team meeting cycles. a. Plan will be shared during the instructional staff meetings in September. Plan will include a table for classroom teachers to know what they do, and what the support team does. The MTSS Literacy Team will determine the screening themes and trends.	Amy Hughes Cara Felderman	September 30th

Initiative C: Strengthen Tier 1 Literacy and Data-Driven PLCs		
Who is responsible for overall leadership of this initiative?		
Name	Role	
Amy Hughes	Administrator	
What major action steps will your team take to implement this initiative?		
Action Steps	Lead Staff	Target Completion Date

1. CONTINUE / ENHANCE: PLCs will improve their effectiveness in selecting common formative assessments aligned to prioritized learnings to monitor the effectiveness of core instruction.	PLC Facilitators	June 2026
2. CONTINUE / ENHANCE: PLCs will improve their effectiveness to analyze formative data using a problem-solving framework to adjust and implement instruction for improving learning.	PLC Facilitators	June 2026
3. CONTINUE / ENHANCE: PLCs and the MTSS Literacy Team will improve their effectiveness to use assessment data to identify and implement targeted Tier 1 interventions with a clear plan for instruction, monitoring, and follow-up. a. Use two PLCs (10/7 and 10/14) to look at FastBridge data and determine targeted interventions. After MEA begin first PLC Sprint.	PLC Facilitators	June 2026
4. CONTINUE / ENHANCE: Assess the need for professional development on the use of the literacy resource map and identify specific individuals to participate in ongoing training on evidence-based and structured literacy practices. LINK to Gage Literacy Resources (Gage Literacy Resources Folder) a. PLCs already use our literacy resources to determine instructional strategies to use in their Sprint	Amy Hughes Cara Felderman	June 2026

Initiative D: [Strengthen Tier 2 & 3 Intervention Support](#)

Who is responsible for overall leadership of this initiative?

Name	Role	
Amy Hughes	Administrator	
What major action steps will your team take to implement this initiative?		
Action Steps	Lead Staff	Target Completion Date
1. CONTINUE / ENHANCE: The MTSS Leadership Team will review screening data to assess resources and set entry criteria for Tier 2 (about 20% of students) and Tier 3 (15% or fewer), identifying students based on need and prior support. a. Tier 2 = !; Tier 3 = !!	Amy Hughes Cara Felderman Colleen Spillers Emily Harper	Aug 30, 2025

2. NEW: The MTSS Leadership Team will create a building-wide process for conducting diagnostic literacy assessments to identify student specific instructional needs in Tier 2 & Tier 3. a. Spring 2025 data: !! will receive Tier 3 interventions until Fall data is available, using final Spring 2025 diagnostic assessments for Tier 3. Class placement info will include scores for composite reading, and whether phonics & fluency and/or comprehension & vocabulary is recommended. b. SWAT Team will administer diagnostic assessments to Fall !! scores. New groups will be created based on Fall 2025 data, to start targeted Tier 2 & Tier 3 services by mid-October. c. Classroom teachers will administer diagnostic assessments to students with ! scores and special education students with a literacy goal in their IEP, based on Fall data. Cara will provide training prior to this. d. MLL teachers will administer diagnostic assessments to newcomer students. After this assessment is administered, general education teachers and MLL teacher will collaborate to determine if Fastbridge screening is applicable.	Amy Hughes Cara Felderman	June 2025
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3. CONTINUE / ENHANCE: The MTSS Leadership Team will set expectations for progress monitoring of Tier 2 & 3 students, including frequency, data types, timelines, and who will analyze and review the data. a. Initiative Document b. Utilize ESPs once a week for progress monitoring across the building (OL/II/III). c. ESPs attend data meetings to discuss progress monitoring with teachers.	Amy Hughes Cara Felderman Colleen Spillers Emily Harper	August 30, 2025
4. CONTINUE / ENHANCE: Interventionists and classroom teachers will choose and implement evidence-based Tier 2 & 3 interventions based on student needs, using the literacy resource map to ensure alignment with recommended strategies. a. Provide professional development (possible 1-to1 coaching) b. Reading Specialists push in support during Tier 2 time c. Rounds for all staff to observe other teachers providing Tier 2 or 3 instruction two times during the year.	Colleen Spillers Emily Harper Cara Felderman	Ongoing

5. CONTINUE / ENHANCE: The MTSS Leadership Team will establish a communication protocol to inform families when Tier 2 & 3 supports begin and provide strategies to reinforce these interventions at home. a. Create a template (form letter) for teachers to use when sharing when students are receiving interventions from specialists. b. Offer a sample script for teachers to use to support phone conversations with families when students are recommended for problem solving. c. Create a communication checklist for families (i.e. record when phone call notification happened, when letter was sent home, when the student was discussed at Problem Solving meeting, when follow-up phone call with families happens, etc.)	Amy Hughes Kris Davidson Cara Felderman	October 15, 2025
6. CONTINUE / ENHANCE: MTSS Problem Solving Teams will use the taxonomy of intervention intensity to strengthen Tier 3 interventions for students not making expected progress, ensuring targeted support. a. Use to revise interventions if not showing progress b. Amy, Cara, Colleen, and Emily to look at data every 3-4 weeks to look at data and determine next steps	Amy Hughes Cara Felderman Colleen Spillers Emily Harper	Ongoing

7. CONTINUE / ENHANCE: The MTSS Leadership Team will define a process for Problem Solving Teams to document and review Tier 3 plans quarterly, evaluating intervention fidelity and student progress. a. Academic Problem solving team will share process and this team can refine and revise as needed	Kris Davidson Cara Felderman	Ongoing
8. NEW: Classroom teachers will deliver daily literacy Tier 2 and Tier 3 instruction a. Rationale: 60% of staff responded that they implemented Tier 2 and Tier 3 instruction 4-5 times/week in spring 2025. b. Increase to 100% of teachers delivering daily literacy Tier 2 and Tier 3 instruction, as observed in weekly implementation checks by administrators. c. Instructional Rounds i. Ideas for covering classrooms: 1. ML, Specialists cover classrooms during observations 2. Fun activity for grade level (e.g. like the End of Year celebrations) while their teachers observe 3. Family engagement: invite families to lead a craft, activity, or play yard games with kids while teachers observe (with Denita and Julie) 4. Ask C&I to help cover	Amy Hughes Kris Davidson	