

**2025-2026 Building Improvement Plan
McIntire Elementary School**



McIntire Mission: High levels of learning for ALL!

McIntire Vision: The vision of McIntire School is to promote high levels of learning for all in a safe, positive, engaging environment. Families, staff, students, and the community will collaborate to support one another and ensure we meet the needs of all learners.

ANALYSIS OF STUDENT'S ACADEMIC PERFORMANCE, STUDENT'S

ATTENDANCE, and STAFF MORALE: After reviewing data from McIntire from the previous school year, the 2025-2026 McIntire Building Improvement Plan will be focused on targeted instruction for meeting the needs of each individual learner in order to get students scoring on or above grade level in the areas of Math and Reading.

Our work with our Comprehensive Literacy State Development grant will align our focus to quality planning and delivery of whole-group and small-group literacy instruction. We will work closely with our CLSD grant specialist to gain insight and feedback on our literacy instruction.

We saw growth in our behavior and academic data, so we will continue to work with collaborative teams engaged in the data-based decision-making process in order to analyze data and take actionable steps toward improvement. Behavior data showed significant improvements. We will maintain course with our PBIS practices, implementation of Character Strong, and continue to build upon our knowledge to better support our students with different behavior needs through PD with our behavior specialist.

Attendance data last school year was sub par and a revamp of our Attendance Team practices will be something we continue to improve upon. Connecting with families early and often, as well as seeking support from local agencies, will be some of our priorities around attendance this year.

We continue to focus on belonging at McIntire, which supports staff morale through our efforts in creating and maintaining spaces where ALL staff, students, and families feel like they belong.

Goal #1 of 3 for McIntire

Academic Goal: The percentage of students at McIntire scoring on or above grade level on district and state assessments will increase by 10% in all areas.

Part A: The percentage of students at McIntire scoring on or above grade level on the iReady Reading Diagnostic will increase from 53% to 63% by the end of the 2025-2026 school year.

Final Diagnostic: 63%

Part B: The percentage of students at McIntire scoring on or above grade level on the iReady Math Diagnostic will increase from 51% to 61% percent by the end of the 2025-2026 school year.

Final Diagnostic: 58%

Part C: The percentage of students at McIntire Elementary scoring proficient or advanced on the MAP Assessment will increase by 10% in both Reading and Math by May 2026.

Alignment with [CSIP Goals](#):

Goal 1: Multi-Tiered Systems of Support

Goal 3: Curriculum, Assessment & Instruction

Benchmark Data: [link to 2024 McIntire Data Presentation](#)

Focus Team: Academic and Student Support Teams

Action Steps	Person Responsible	Timeline	Funds Needed	PD Needs
Addition of LETRS Training for 9 staff members and ongoing training for 4 staff members.	Hogan and Teachers	4 trainings throughout the school year	Funded by the State	RPDC Training
Piloting of UFLI 1st and 2nd Grade	Reading Interventionists and CLSD Specialist	August 15th, Sept. 8th, October 5th	UFLI Manuals and materials	Reading Interventionists and CLSD Specialist

CLSD Grant Participation	Academic and Literacy Leadership Team	During Data Team Meetings monthly, Team Meetings as needed	State grant funded	PD Given by Grant Specialists
Action Steps	Person Responsible	Timeline	Funds Needed	PD Needs
Establish and evaluate program integrity guidelines for all ELA Curriculum Resources	Literacy Lead Team	Monthly at Literacy Lead Team Meetings	None	None this year.
Data-Based Decision Making process with iReady Diagnostic, Progress Monitoring Data, MAP Data, and Grade Level Assessments.	Reading Interventionists, Data Teams, Leadership Team	Sept. 23rd - MAP Analysis; Sept. 17th BOY iReady Data; Jan. 5th MOY iReady Data; Bi-Weekly PM review with Data Teaming Process; Bi-Weekly Data Teams with Grade Level Teams.	None	Training and Review of Data-Based Decision Making
iReady Instructional Path Implementation with School Wide Commitment to Integrity Guidelines Reading and Math	Academic Focus Teams	Monthly at team meetings.	None	
Implement Ready Math Curriculum with Program Integrity	Hogan/Grade Level Teams	September 9th-11th	Ready Math Curriculum Investment	PD from Ready Math Trainers
Implement Classwide Interventions in Math and Reading based on iReady Diagnostic Results	Hogan/Grade Level Teams	Daily/Weekly	None	LETRS Training

Learn and implement a variety of instructional strategies	Leadership Team	PD Days, Newsletter PD	None	ED Hub Resource and other Educational
Action Steps	Person Responsible	Timeline	Funds Needed	PD Needs
Test Taking Strategies	Classroom and Special Education Teachers	Prior to iReady Diagnostics, MAP Prep, during all Assessments	None	None
MAP Prep Tools Training and Priority Standard Review	Classroom and Special Education Teachers	Throughout the year and 4 weeks prior to Spring testing	None	None
Use of MAP Testlets (paper and online)	3rd-5th Teachers	As standard taught throughout the year and Spring MAP prep	None	None
MAP Testing Schedule for Small Group and Individual Testing	All Staff who can administer.	During MAP Testing	None	1 Month Prior to Testing MAP Proctor Training
MAP Incentives for Students During Testing	All staff proctoring testing	During MAP Testing	\$200	None

Reflections:

Strengths - UFLI focus in 1st and 2nd. Pockets of Wonders integrity sticking to it. Wonders writing connection in some grade levels. Literacy team looking at PM data from Wonders. Whitley coaching support 1 per grade level. More students reached in tutoring. 1st followed Math to a T. Small group resources tap into more to get more from higher students. More kids got it this year in 3rd. Program starting to make its way up as students have knowledge of the program. More data conversations with students. Know where they are and knowing where they need to go.

Areas for Improvement - Starting tutoring with 2nd and not 1st so that we can learn the kids a little bit more. Small group reading is a big focus for next year. How to do this? What resources to use. Utilizing the small group resources in ready math.

Goal #2 of 3 for McIntire

Student Behavioral Support Goal: Maximizing student engagement in the classroom.

Part A: McIntire students will demonstrate engagement in the learning process through regular attendance: 90% of students will attend school 90% or more in the 2025-2026 school year.

Final: 86%

Part B: 80% of students at McIntire will have 0-1 office discipline referrals by the end of the 2025-2026 school year.

Final: 74% - 63 students had 3+ referrals, 15 students had 2 referrals, 223 students had 0-1 office referrals

Alignment with CSIP Goals:

Goal 2: Student Behavior and Social-Emotional Supports

Benchmark Data: Attendance and Suspension Data will be analyzed monthly.

Focus Team: Attendance, PBIS, and Student Support Teams

Part A: Attendance

Action Steps	Person Responsible	Timeline	Funds Needed	PD Needs
Adjustment of the attendance team process, including weekly meetings.	Hogan, Forck	September	None	None
Weekly attendance tier tracking for team collaboration.	Forck	Weekly on Thursdays	None	None

Home visits as needed for T3 students.	Hogan, Forck	Monthly on Mondays	Milage	None
Family communication: attendance campaign.	Hogan, Forck	Monthly	None	None
Family communication specific to T2/T3 students' attendance.	Attendance Team	Monthly on Mondays	None	None
Action Steps	Person Responsible	Timeline	Funds Needed	PD Needs
Quarterly family involvement activities	McIntire Staff, Attendance Team	Quarterly	Title 1 Parent Involvement Funds	None
School-wide attendance goal setting with incentives	Attendance Team	Monthly	\$200	None
Daily attendance tracking through data binders	Attendance team, classroom teachers	Weekly on Mondays	None	Attendance team classroom teachers talking daily attendance with teams.
T2/T3 interventions	Attendance Team	Weekly on Mondays	None	None
District attendance team participation.	Peiter, Hogan	Monthly	None	None
Live morning announcements, attendance surprises, and recognition through Hogan's Highlights or Monthly Assembly	Hogan, PBIS, and attendance teams	Daily and Monthly	None	None

Part B: Behavior

Action Steps	Person	Timeline	Funds Needed	PD Needs
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	Responsible			
Adjustment of the PBIS team process, including bi-weekly meetings	Peiter, Hogan	September and Bi-Weekly through the year	None	None
Weekly behavioral data shared with staff, along with the monthly Big 5 Data	Tier 1 Team	Weekly/ Monthly	None	None
Action Steps	Person Responsible	Timeline	Funds Needed	PD Needs
Adjustments from quarterly McIntire Manias to monthly with new requirements to attend	Tier 1 Team	Monthly	Tier 1 funds when necessary	None
Monthly Tier 1 Assemblies	Tier 1 Team	Monthly	None	None
T2/T3 interventions	Advanced Tiered Team	Bi-Weekly	None	None
Adjustments to Tier 1 Incentives	Tier 1 Team	Daily	None	None
Monthly Character Strong implementation walk-throughs	Tier 1 Team	Monthly	None	None
Continued work of TEAMS room for specific and individual social-emotional curriculum for students with an IEP	Heet, Special Education	Weekly at TEAMS Meeting	Supplies needed to create soft room, schedules and incentives	AIM Curriculum and other BCBA Support

Reflections:

Strengths: Attendance changes were positive. More kids care about incentives. Monthly manias relevant for some. Monthly assemblies. Listening to teachers middle

of the year about things that didn't work.

Areas for Improvement: Monthly was too much, did some bi monthly, Move to quarterly? Tier 1 PD and expectations 2 times monthly after school staff meetings. District coaching needs some work. Free Training. Walkthroughs PBIS walkthroughs. Meeting struggles when Peiter wasn't available.

Goal #3 of 3 for McIntire

Climate and Culture Goal: To increase staff morale at McIntire

Part A: The percentage of staff members selecting Agree or Strongly Agree (4 or 5 on the rating scale) on the staff survey for "belonging" in our building will increase from our spring survey result of 3.9 to 4.68.

Fall: 4.33

Part B: McIntire will maintain last year's teacher absence average. Teachers will maintain an average of 5.71 or fewer days absent per certified staff member.

Final: 5.73

Alignment with [CSIP Goals](#):

Goal 7: Employee Retention

Goal 16: Climate and Culture Data

Benchmark Data: [2024 Staff Attendance Data](#), 2024-2025 Staff Climate and Culture Survey.

On average, each certified staff member at McIntire missed a total of 5.71 days during the 2024-2025 school year.

Focus Team: Leadership and FACE (Family and Community Engagement) Teams

Question 17: I feel like I belong at this school.

Action Steps	Person Responsible	Timeline	Funds Needed	PD Needs
Quarterly monitoring survey related to belonging.	Leadership Team	Monthly through	None	None
Team builders, energizers, culture-building activities, at the start of every meeting.	Leadership Team and Meeting Facilitators	Weekly or Monthly during any meeting	None	Character Strong Educator Activities
Staff Attendance Surprises	Attendance Team	Monthly	\$100	None

Action Steps	Person Responsible	Timeline	Funds Needed	PD Needs
Staff Highlights and Recognition on Hogan's Highlights (Morning Announcements) and Monthly Assemblies	Hogan and PBIS and Attendance Teams	Daily and Monthly	None	None
Focus Friday Meetings to connect educators outside of their grade level.	All Staff	Weekly	None	None
1st year, 2nd year, and Mentor Meetings	New Teachers, Mentors, & Admin	Monthly	None	None
Revamp of Sunshine Committee (celebrating and supporting staff's personal milestones and struggles)	Leadership Team and Sunshine Committee	Ongoing as events happen	None	None

Reflections:

Strengths - Vibe Hive, Sunshine (Melissa),

Areas for Improvement - After school meetings all together to do hooray hurrah stuff. Focus on new teachers.