

Schoolwide Improvement Plan

SY 24-25

School Information: Wilson Elementary- Owatonna



Principal	Cassie Mitchell
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How will the strategies and staff action specifically strengthen the school's academic program and address the learning needs of all students including but not limited to students at risk of not meeting standards?

As a school, we are implementing Functional Phonics and 95 Percent along with CORE (Online Language and Literacy Academy: OL-LA) which is a strategic approach aimed at providing a structured and systematic framework for teaching phonics. This is a focus of our staff meetings during this school year. We will be continue using PRESS classwide instruction and small group intervention, Hillrap intervention, math interventions, and use FASTBRIDGE data to monitor student progress. In addition, we utilize the "Be Good People" SEL curriculum to help address the gaps in the social emotional skills of our students, primarily in the key skills of self awareness, social awareness and relationship skills.

As a Schoolwide program, how will Title I funds be used in ways that are not possible with Targeted Assistance services?

With the hiring of interventionists and an MTSS specialist, as well as the implementation of family engagement initiatives and the purchase of essential materials, the school can create an inclusive learning environment. This comprehensive strategy not only addresses the immediate needs of struggling students but also strengthens the overall educational framework, promoting success for every student in the school.

Stakeholder Engagement

Team Member Name	Role
Cassie Mitchell	Principal
Makayla Kunkel	Teacher – Classroom
Lori Pierret	Teaching and Learning Coach (T&L)
Ray Bissen	Special Education Representative
Annie Cloud	Multilingual (EL) Learning Representative
Stacey DeFant	Parent/Community Member- PTO President
Maddie Silva	Parent/Community Member
Carolina Perez	Family/Cultural Liaison
Regan Ihlenfeld	Social Worker
Lincoln Gergen	School Counselor
Alicyn Prestegard	Behavior Specialist
Kris Butterfield	Assessment/Data Coordinator (MTSS Specialist)

How are stakeholders

involved in the evaluation, planning and implementation process?

Parents, teachers, school administrators, and community members collaborate to assess student needs and set measurable goals that align with our school improvement plan. Regular meetings and forums provide opportunities for stakeholders to voice their insights and concerns, ensuring that the perspectives of those most affected are considered. Additionally, data from assessments and feedback from families are integral in shaping strategies that enhance student achievement and support at-risk students.

Comprehensive Needs Assessment or Annual Evaluation Summary

Identify the data sources used for each of the five different types of data:

1. Student Academic Data	Standardized test scores (Fastbridge, MCA), classroom assessments
2. Student Non-Academic Data	Demographic information, disciplinary records, attendance
3. Perception Data	Teacher, parent, staff and student surveys (Desired Daily Experiences- DDE)
4. Program, Process, Policy Data	Instructional plans, program implementation guidelines
5. Fidelity Data	Observations, documentation of program activities, fidelity checklists

What successes were identified?

1. Implementation of Functional Phonics in grades K and 1.
2. eReading scores went from 40.7% low risk to 56.6% low risk.
3. Students increased sense of belonging within the Wilson Community- diversity is embraced and celebrated

What **Area(s) of Greatest Need** were identified?

1. Literacy- Explicit Phonics instruction- Tier 1 (Core)
2. Literacy- Targeted instruction- Tier 2
3. Increase in students' Social Emotional competencies

School Improvement Strategy #1

Area of Greatest Need — What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.

The need for improved explicit phonics instruction as part of Tier 1/Core. The Comprehensive Needs Assessment identified that many students are struggling with foundational reading skills, which significantly impacts their overall literacy proficiency. By enhancing explicit phonics instruction, the school aims to equip all students with the essential skills needed for reading success. While we made gains in this over the course of last year, this remains an area of focus.

Root Cause(s) of the need — *A root cause is an early controllable factor in a chain of factors which impact student learning.*

The root cause for not having implemented explicit phonics instruction previously includes a lack of professional development for teachers in effective phonics strategies, insufficient curriculum alignment with evidence-based practices, and limited resources and materials that support structured phonics instruction. Additionally, there may have been an over-reliance on whole language approaches that do not prioritize phonics, resulting in gaps in students' foundational reading skills.

Strategy selected to address the root cause(s) — A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on evidence of improving outcomes when implemented with fidelity. *[Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]*

The selection and implementation of Functional Phonics and 95 Percent along with CORE (Online Language and Literacy Academy: OL-LA) represents a strategic approach aimed at providing a structured and systematic framework for teaching phonics.

If using an evidence-based strategy, identify the specific source indicating the strategy's likely effect on improved outcomes:

Functional Phonics is a comprehensive, evidence-based phonics curriculum created by CAREI's literacy core staff which follows a logical progression of phonics based skills from simple to complex for building reading and spelling skills. The 95 Percent Group's programs are backed by the science of reading and are designed to help students build the skills they need to become independent readers.

The strategy is based on *[Choose one of the options to indicate the level of evidence]:*

X	strong evidence from an experimental study
	moderate evidence from a quasi-experimental study
	promising evidence from a correlational study
	a rationale using high-quality research findings or a positive evaluation

School Match — Briefly explain how the strategy is an appropriate match for the school's needs, student population, capacity and other conditions.

Both Functional Phonics and 95 Phonics are well-suited to meet the needs of Wilson as we are aiming to enhance literacy skills across a diverse student body. Their adaptability, engagement strategies, and evidence-based approaches make them effective choices for improving reading outcomes while accommodating various learning needs.

SMART Goal – State a goal which is **specific** about the area for improvement, **measurable** as an indicator of progress, **assignable** to staff primarily responsible for implementing the strategy, **realistic** about the outcomes that can be achieved, and **time-bound** for when outcomes can be achieved.

By the end of the 2024-25 school year, 60% of students at Wilson Elementary will demonstrate proficiency (low risk and very low risk) in reading, an increase of 11.4% in aReading and 9.2% in eReading, as measured by the Fastbridge assessments.

Implementation Plan for Strategy #1

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Implementation of Functional Phonics	Principal T&L Coach MTSS Specialist	Training	8/24	5/25	Successful training and implementation of Functional Phonics in grades k-2
Implementation 95% Phonics	Principal T&L Coach MTSS Specialist	Training	8/24	5/25	Successful training and implementation of 95% in grades 3-5
CORE Online Language and Literacy Academy (OL&LA)	Principal T&L Coach MTSS Specialist	Training	8/24	5/25	Completion of 9 Learning Modules All Certified Staff- Certification
PLCs and collaboration	Classroom Teachers T&L Coach		9/24	5/25	Bi-weekly collaboration and implementation of classroom strategies

Annual Evaluation for Strategy #1

Identify the process and measure(s) that will be used to determine:

- the fidelity of implementing the strategy as intended

Completion of Functional Phonics, 95 Phonics and OL-LA training, classroom observation with fidelity checks, coaching cycles with T&L coach, PLCs.

- progress toward achieving the SMART goal of improved outcomes

Winter and Spring Fastbridge scores, as well as formal and informal classroom assessments and observations.

School Improvement Strategy #2

Area of Greatest Need — What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.

There is a need for targeted instruction at Tier 2, which focuses on providing additional support for students who are struggling with reading and writing.

Root Cause(s) of the need — *A root cause is an early controllable factor in a chain of factors which impact student learning.*

Many students enter the school system with varying levels of literacy development due to disparities in early childhood education, socio-economic challenges, or limited access to resources and support at home. Additionally, classroom instruction may not always be differentiated effectively to meet the diverse needs of learners, leading some students to fall behind their peers.

Strategy selected to address the root cause(s) — A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on evidence of improving outcomes when implemented with fidelity. *[Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]*

The implementation of targeted instruction using the PRESS (Promoting Reading Engagement and Student Success) and HillRAP (Hill Reading Achievement Program) frameworks aim to address these issues by providing structured, evidence-based interventions tailored to the needs of struggling readers. These approaches seek to:

Identify Students Needing Support: Using data to identify students who require Tier 2 interventions based on their literacy performance.

Provide Focused Instruction: Delivering small group or individualized instruction that targets specific literacy skills, ensuring students receive the additional support they need.

Monitor Progress: Regularly assessing student progress to adjust instruction and interventions as necessary, fostering continuous improvement in literacy skills.

If using an evidence-based strategy, identify the specific source indicating the strategy's likely effect on improved outcomes:

PRESS interventions are based on research and target the National Reading Panel (NRP) areas of reading, including phonemic awareness, phonics, fluency, and vocabulary/comprehension. PRESS interventions provide explicit skill instruction and frequent progress monitoring. HillRAP is based on the Hill Methodology, a research-based instructional approach that has been developed and refined over 45 years.

The strategy is based on [Choose one of the options to indicate the level of evidence]:

X	strong evidence from an experimental study
	moderate evidence from a quasi-experimental study
	promising evidence from a correlational study
	a rationale using high-quality research findings or a positive evaluation

School Match — Briefly explain how the strategy is an appropriate match for the school's needs, student population, capacity and other conditions.

The PRESS and HillRAP interventions align closely with the needs at Wilson Elementary by providing structured and evidence-based approaches to improving literacy skills among struggling students. PRESS focuses on enhancing reading comprehension and fluency through targeted small-group instruction and engaging resources that are adaptable to individual student needs, making it particularly effective for diverse learners. Meanwhile, HillRAP offers a systematic framework for teaching foundational reading skills, emphasizing phonemic awareness, phonics, and vocabulary development, which are critical for students who may lack these essential skills.

SMART Goal — State a goal which is **specific** about the area for improvement, **measurable** as an indicator of progress, **assignable** to staff primarily responsible for implementing the strategy, **realistic** about the outcomes that can be achieved, and **time-bound** for when outcomes can be achieved.

By the end of the 2024-25 school year, 60% of students receiving Tier 2 intervention at Wilson Elementary will demonstrate ambitious growth in reading, as measured by the Fastbridge assessments.

Implementation Plan for Strategy #2

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Restructuring of the MTSS process	Principal MTSS Specialist		9/24	5/25	Elimination of Power Half- more intentional and focused support of struggling students Continuous regrouping based on target skills and progress monitoring
Child Collaboration Team (CCT)	Principal SSW Counselor MTSS Specialist T&L Coord. Classroom Teacher	Training- Observation of other schools	9/24	5/25	Weekly meetings used for targeting interventions and growth of students
Fall Data Dives	MTSS Specialist Interventionists Classroom Teacher	Fastbridge Data	9/24	9/24	Fall Fastbridge assessments- looking for trends, benchmark goals, baseline data
Winter Data Dives	MTSS Specialist Interventionists Classroom Teacher	Fastbridge Data	3/25	3/25	Winter Fastbridge assessments- growth trends, benchmark reporting
PLCs and collaboration	Interventionists MTSS Spec.		9/24	5/25	Bi-weekly collaboration and implementation of strategies

Annual Evaluation for Strategy #2

Identify the process and measure(s) that will be used to determine:

- the fidelity of implementing the strategy as intended

Fidelity checks and observation of Tier 2 interventions (PRESS)

- progress toward achieving the SMART goal of improved outcomes

Winter and Spring Fastbridge scores, progress monitoring (bi-weekly) as well as formal and informal small group assessments and observations.

School Improvement Strategy #3

Area of Greatest Need — What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.

According to the Desired Daily Experiences (DDE) survey given to all families, our area of greatest need was in helping students embrace ALL people, appreciating their own and other children's uniqueness and learning how to build healthy relationships.

Root Cause(s) of the need — *A root cause is an early controllable factor in a chain of factors which impact student learning.*

A lack of necessary social-emotional skills can impede students' ability to navigate relationships effectively, leading to misunderstandings and conflicts with peers. The need for an SEL curriculum that includes comprehensive lessons on diversity, empathy, and social-emotional learning, students may miss critical discussions that foster appreciation for others.

Strategy selected to address the root cause(s) — A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on evidence of improving outcomes when implemented with fidelity. *[Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]*

Addressing these factors through Inclusive curricula (Be Good People), and community-building activities. This curriculum emphasizes key SEL competencies such as self-awareness, social awareness, relationship skills, and responsible decision-making.

If using an evidence-based strategy, identify the specific source indicating the strategy's likely effect on improved outcomes:

Following best practices for locally-developed curriculum, Be Good People incorporates CASEL's SAFE elements. Its instructional features are common among evidence-based curriculums, and it is closely aligned with state SEL standards. *Be Good People* falls in ESSA's Tier 4 ("Demonstrates a Rationale"). It is built on a well-defined theory of action.

The strategy is based on [Choose one of the options to indicate the level of evidence]:

	strong evidence from an experimental study
	moderate evidence from a quasi-experimental study
	promising evidence from a correlational study
X	a rationale using high-quality research findings or a positive evaluation

School Match — Briefly explain how the strategy is an appropriate match for the school's needs, student population, capacity and other conditions.

The "Be Good People" Social Emotional Learning (SEL) curriculum is designed to be adaptable and comprehensive, making it a strong fit for Wilson Elementary's diverse student body and educational objectives. This curriculum emphasizes key SEL competencies such as self-awareness, social awareness, relationship skills, and responsible decision-making, which are essential for fostering a positive school environment.

SMART Goal — State a goal which is **specific** about the area for improvement, **measurable** as an indicator of progress, **assignable** to staff primarily responsible for implementing the strategy, **realistic** about the outcomes that can be achieved, and **time-bound** for when outcomes can be achieved.

By the end of the 2024-25 school year, Wilson will increase the percentage of students demonstrating strong social-emotional learning competencies to 80%, as measured by the DDE survey, through the implementation of targeted SEL programs and community building initiatives.

Implementation Plan for Strategy #3

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Implementation of SEL Team	Principal		9/24	5/25	Monthly meeting to discuss SEL, Teach to Heal and other components
Community-Building Activities	Principal SEL Team		9/24	5/25	Pizza with the Principal Wilson Student Leaders Buddy Classrooms Positive Office Referrals
Implement "Be Good People" SEL Curriculum	Principal Counselor		11/24	5/25	SEL competencies such as self-awareness, social awareness, relationship skills, and responsible decision-making
Monthly Themes- Character Traits	Counselor SEL Team		11/24	5/25	Monthly Character trait Awards- focusing on school-wide theme

Annual Evaluation for Strategy #3

Identify the process and measure(s) that will be used to determine:

- the fidelity of implementing the strategy as intended

Classroom walk-throughs, fidelity checklists, PLC discussions

- progress toward achieving the SMART goal of improved outcomes

Decrease in student behavior referrals, increase in family participation

Mid Year SIP Review and Check-in

Date: February 20, 2025

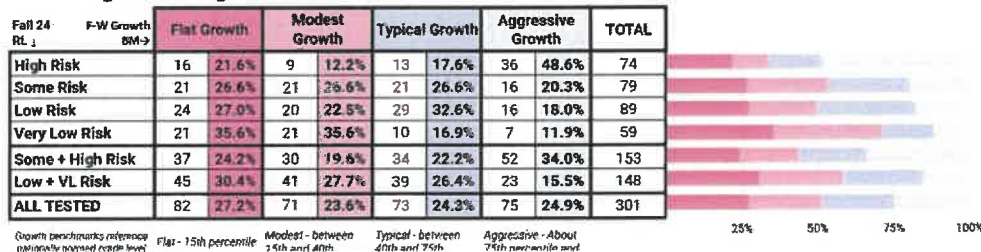
Areas of Greatest Need:

1. Literacy- Explicit Phonics instruction- Tier 1 (Core)
2. Literacy- Targeted instruction- Tier 2
3. Increase in students' Social Emotional competencies

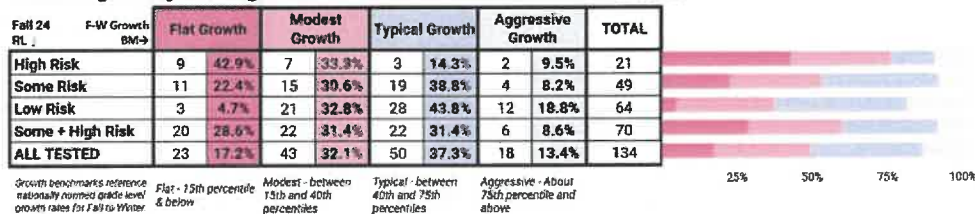
Goal 1:

By the end of the 2024-25 school year, 60% of students at Wilson Elementary will demonstrate proficiency (low risk and very low risk) in reading, an increase of 11.4% in aReading and 9.2% in eReading, as measured by the Fastbridge assessments.

Fastbridge aReading Fall Risk Level vs Growth Fall 24 - WIN 25



Fastbridge earlyReading Fall Risk Level vs Growth Fall 24 - WIN 25



- Growth Analysis
 - aReading- 50.8% proficient
 - eReading- 47.7% proficient
- Progress Indicators: Winter and Spring Fastbridge scores, as well as formal and informal classroom assessments and observations.

Goal 2:

By the end of the 2024-25 school year, 60% of students receiving Tier 2 intervention at Wilson Elementary will demonstrate ambitious growth in reading, as measured by the Fastbridge assessments.

- Title 1 (Tier 2) Data

- Progress Indicators: Winter and Spring Fastbridge scores, progress monitoring (bi-weekly) as well as formal and informal small group assessments and observations.

Goal 3:

By the end of the 2024-25 school year, Wilson will increase the percentage of students demonstrating strong social-emotional learning competencies to 80%, as measured by the DDE survey, through the implementation of targeted SEL programs and community building initiatives.

- Wilson Skills Notifications
- Progress indicators: Decrease in student behavior referrals, increase in family participation

School Improvement Plan- Mid Year Reflection

Annual Evaluation of SIP

Date(s): Leadership Team- May 22, 2025
Parent Committee- May 20, 2025
Staff Review- June 9, 2025

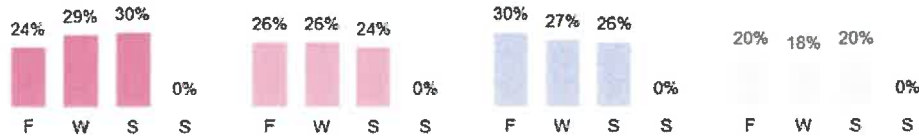
Progress made toward achieving the SMART goal of improved outcomes

Goal 1: By the end of the 2024-25 school year, 60% of students at Wilson Elementary will demonstrate proficiency (low risk and very low risk) in reading, an increase of 11.4% in aReading and 9.2% in eReading, as measured by the Fastbridge assessments.

Annual Review:

aReading= 46% proficiency

Scores Of Students In Group By Benchmark Categories: ?



aReading Growth: 53% Typical or Aggressive Growth

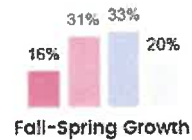
Scores Of All Students In Group

By Benchmark Categories: ?



Growth Of All Students In Group

By Benchmark Categories: ?



Summary- We did not meet our goal for 60% proficiency for aReading. We did see 53% of aggressive and typical growth from Fall-Spring. We implemented 95% phonics instruction in 3rd-5th and will implement Wit and Wisdom literacy next year as well.

eReading: 53% proficiency

Scores Of Students In Group By Benchmark Categories: ?



Goal 2: By the end of the 2024-25 school year, 60% of students receiving Tier 2 intervention at Wilson Elementary will demonstrate ambitious growth in reading, as measured by the Fastbridge assessments.

Annual Review:

Evidence of Effectiveness:

Our goal states that 60% or more of the original 2nd grade reading intervention students will grow at an aggressive rate on the Fastbridge aReading composite score or the Fastbridge CBMR scale scores from the fall of 2024 to the spring of 2025. Out of the initial 22 second-grade students tracked, three students lacked complete test scores or had transferred from Wilson School. Consequently, their data was not included in our final outcomes analysis. One student exited services after meeting ADSIS criteria and three began receiving special education reading services. Since we had complete data for these students, their scores remained part of our tracking data. Taking these student shifts into consideration, reaching our goal would mean that at least nine students would reach or exceed the 75th percentile rate of improvement during this time frame.

Data was collected and analyzed from both the aReading and CBMR assessments to determine student rate of improvement for the 2024-2025 school year. The collected data was first analyzed using growth by start score. This data shows that, from the observed students, 42% made modest growth and 32% made typical growth on the aReading benchmark assessment. On the CBMR benchmark assessment, 42% made modest growth, 32% made typical growth, and 37% made aggressive growth. These scores are based on comparing growth to students who began the year with the same start score.

The second data analysis was comparing growth by all, showing a student's growth compared to the average growth seen nationally for all second grade students. This data shows 32% of students made modest growth, 43% made typical growth, and 16% made

aggressive growth on the aReading benchmark assessment. When reviewing the CBMR benchmark assessment data, 32% made modest growth, 21% made typical growth, and 37% made aggressive growth.

It is noticeable that there was more aggressive growth on the CBMR benchmark assessment compared to aReading. Scarborough's reading rope shows that when decoding and word recognition become increasingly automatic, more cognitive energy can then be applied to strategic thinking about text. Therefore, those students demonstrating significant growth in their CBMR scores should be on track to close the gap in reading comprehension if the current trajectory continues.

Combining these two data analysis, 59% of our observed students made aggressive growth on either the aReading or CBMR benchmark assessments this year. These results are taking into consideration the unexpected increase in group sizes as one of our intervention teachers was no longer able to provide reading support to their assigned students. This may have affected student outcomes with larger group sizes, although the degree of influence is difficult to determine. We do know that smaller group sizes when working with struggling learners has improved learning outcomes. Despite facing various adversities, we successfully achieved our learning outcome goals.

[Data Supporting Learning Outcomes of 2nd Grade Students - 2024-2025](#)

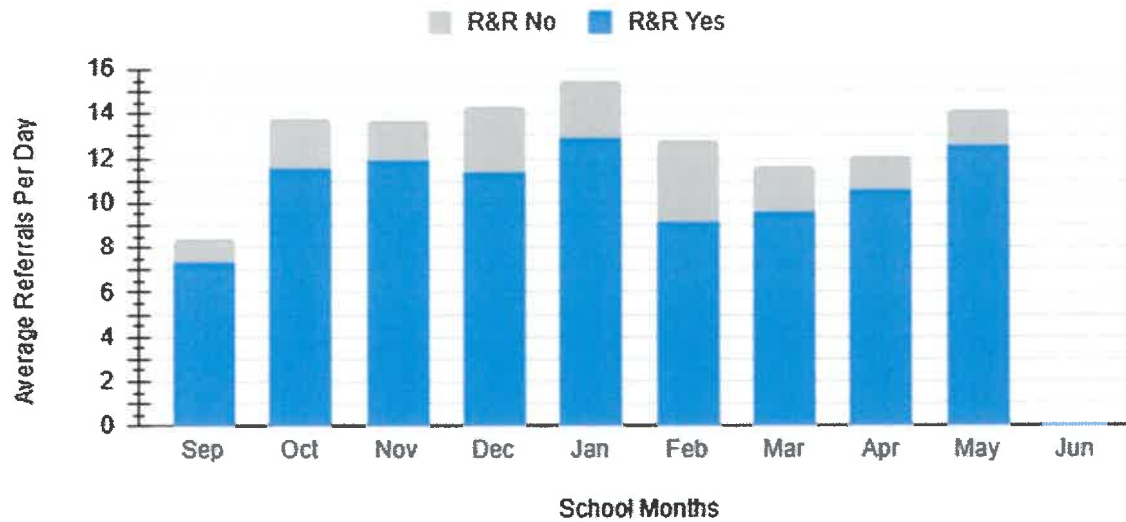
Goal 3: By the end of the 2024-25 school year, Wilson will increase the percentage of students demonstrating strong social-emotional learning competencies to 80%, as measured by the DDE survey, through the implementation of targeted SEL programs and community building initiatives.

Annual Review: Data showed a significant decrease in behavior referrals with a steady downward trend for most of the year, with the exception of March. During March, we had an increase in staff turnover (due to many factors) and worked on creating a culture of connectedness.

2023-24

Average Referrals Per Day Per Month

Breakdown by R&R Used (Yes/No)

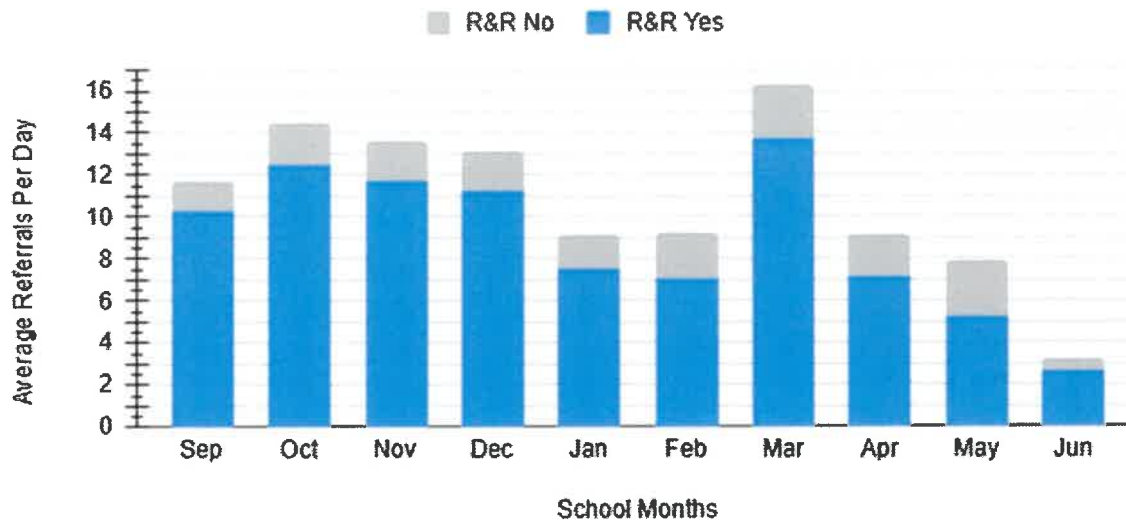


AVG REFERRALS PER DAY PER MONTH		
AVG PER DAY	R&R Yes	R&R No
8.40	7.30	1.10
13.80	11.60	2.20
13.71	11.94	1.76
14.31	11.38	2.94
15.50	12.95	2.55
12.79	9.16	3.63
11.67	9.60	2.07
12.09	10.59	1.50
14.18	12.55	1.64
0.06	0.06	0.00
12.80	10.72	2.09

2024-25

Average Referrals Per Day Per Month

Breakdown by R&R Used (Yes/No)



AVG REFERRALS PER DAY PER MONTH		
AVG PER DAY	R&R Yes	R&R No
11.75	10.25	1.50
14.50	12.50	2.00
13.65	11.71	1.94
13.19	11.19	2.00
9.10	7.50	1.60
9.21	7.05	2.16
16.33	13.67	2.67
9.14	7.09	2.05
7.86	5.27	2.59
3.25	2.63	0.63
11.32	9.28	2.04

Additional Action Plan Items:

- Enhance the role of the interventionist in supporting general education teachers through collaborative planning, co-teaching, and targeted small group instruction.
 - Promote collaborative teaching strategies and small group interactions within the classroom to enhance support for all students.
- Implement direct coaching sessions led by our Literacy and MTSS Leads to foster optimal student growth.
- Conduct regular fidelity checks to ensure the effective implementation of interventions and support strategies.
- Facilitate weekly collaborative meetings among the Principal, MTSS Lead, Literacy Coach, Teachers, Interventionists, and Families to strengthen our educational approach.

5. Expand communication channels and opportunities for engagement with families to enhance partnership and support.