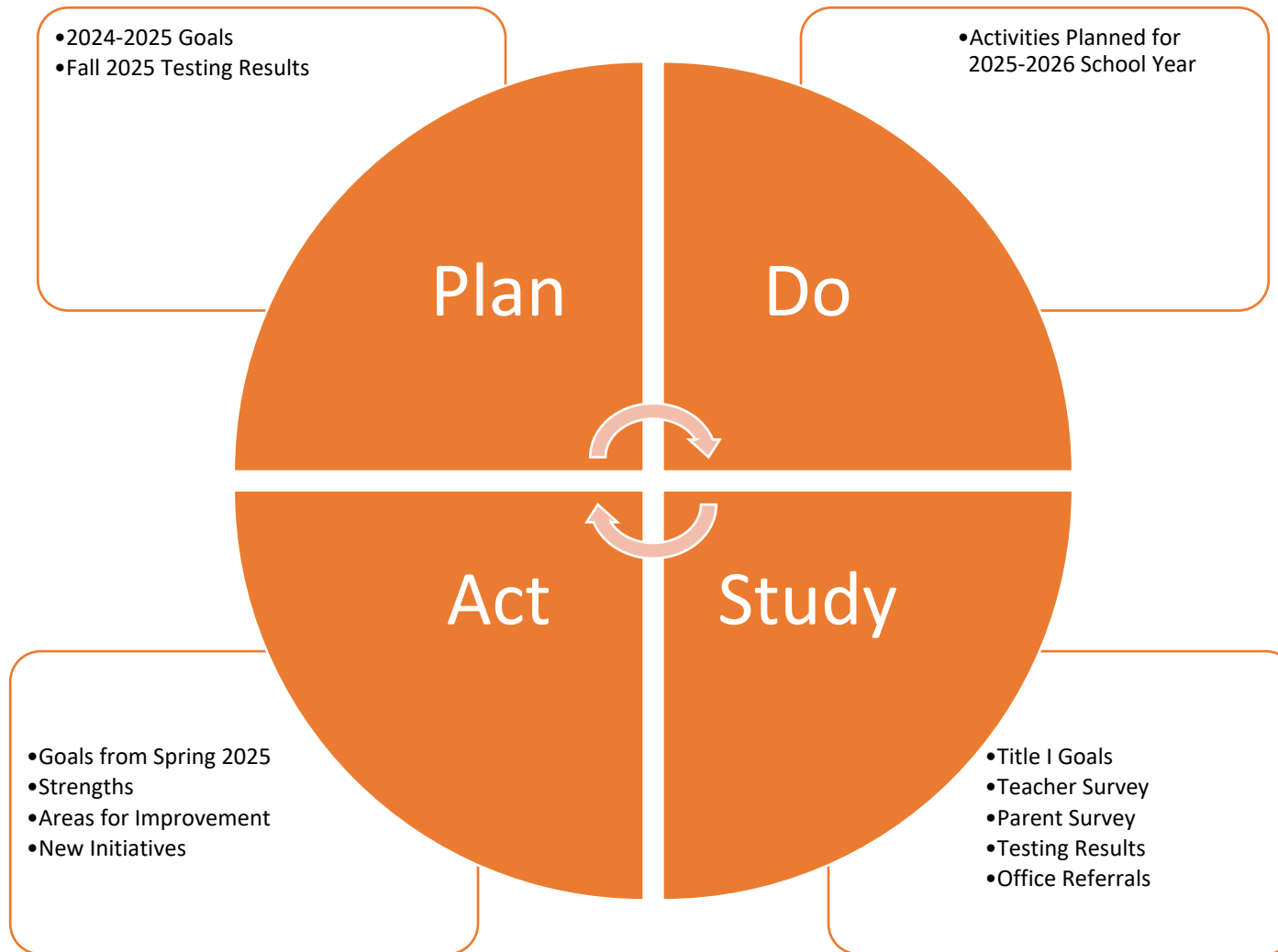


Murrayville Woodson School Improvement Plan

2025-2026 School Year



Study

At the end of the 2024-2025 school year, the Murrayville-Woodson Staff was able to come together to look at the data from this school year. The big challenges from this year included a new reading series and following both the reading and math programs with fidelity. Data points that we reviewed included iReady testing results from the winter and spring testing sessions, Literably data, teacher survey results, Title I parent survey results, and behavior data collected in the form of office referrals. The following is a summary of the discussions.

Title I School-Wide Plan Review

- Reading – 64% of students are scoring at grade level on the iReady benchmark testing. This is up 3% from last year. Vocabulary and Informational Text Comprehension continue to be the two lowest domains. This is consistent with previous testing. The teachers were impressed with the growth in phonics and overall liked the reading portion of the new series. There is some concern with the writing, and language portion of the program. We will watch to see if those areas need to be supplemented in future years.
- Math – 49% of students are scoring at grade level or above on the iReady benchmark testing. This is up 5% from the previous year. Numbers and Operations and Geometry are still the two lowest domain areas. Numbers and Operations will be targeted next year as an area of improvement. Geometry is not a priority standard in all grade levels and there was not as much of a concern in this domain.
- MTSS process – The meetings went well this year with a more targeted focus on Tier III students during the meetings. The teachers were comfortable with bringing the data needed to the table. A similar meeting set up will be used next year.
- Social Emotional Skills – Second Step was the Tier I program for SEL time this year. In addition to Second Step, the building used the framework provided by the Random Acts of Kindness organization for the “soft skills” that were identified last year as being an opportunity for growth in our students. Overall, the teachers liked the lessons presented and the students were able to identify the core tenets of the program – kindness, caring, inclusivity, etc.

Parent Survey (84 responses)

- 99% of families feel welcome at our school
- 97% felt their child was prepared for the next grade level.
- 94% stated that the work their child was doing was challenging.
- 97.6% of families stated that the teachers were available if a student needed help.
- 100% of students reported feeling safe at school.
- Families continue to appreciate receiving information by text message, newsletters, and phone. Text messages are preferred by 90% of the respondents.

Behavior Tracking Information

- Behaviors were tracked on classroom correction and office referral sheets this year. There were 226 incidents tracked involving 51 students.
- Classroom corrections accounted for 155 incidents. Office Referrals totaled 71 incidents. 12 students accounted for 161 of the write ups which is 71% of the total.
- The 12 students met weekly with the dean and over the course of the year ____ saw a decrease in the number of write ups they were receiving.
- Problem solving and conflict resolution programming would benefit the students
- Quarterly incentives were offered to students this year with participation being tied to behavior
 - 1st Quarter - 13 students were unable to participate
 - 2nd Quarter - 11 Students were unable to participate
 - 3rd Quarter - 12 students were unable to participate
 - 4th Quarter - 8 students were unable to participate

Teacher Survey

- The Utopia Activity was done once this year. Thirteen certified staff members filled out the survey on the daily activities of the school, curriculum, and climate of the building.
- Reading – The teachers feel good about the reading portion of the iReady series that was adopted this year. The group was a bit more apprehensive about the other components of the program. Specifically, there were questions on the vertical alignment of the writing and the grammar portion of the program.
- Math – Number Sense continues to be the lowest area in iReady testing. The group felt that more work was needed in word problems. Fact fluency was another area that the teachers would like to see more success. The group was interested in potentially tying this skill into the quarterly rewards that the school sets up.

Other

- Teachers were concerned about giving up novels in the upper grades. Discussion of a “Book Club” in the mornings to keep kids engaged in reading novels.
- Crazy 8’s will be a cost share program next year. The team feels like this is a worthy program and would like to go ahead with the program.
- The team would like to look at a program that would highlight respect and other character traits that are not being hit as effectively with Second Step

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Act

In reviewing the data points from the 2024-2025 school year, the following areas will be focused on during the 2025-2026 school year. These are general areas that are mutually agreed upon for improvement. More specific goals will be developed based on the Fall testing data

- Improvement in reading scores
- Improvement in math scores
- Continuing to improve the MTSS process at a building level
- Align the Illinois Social Science and Science Standards with grade level STEAM room activities
- Continue to build “soft skills” with the students using both Second Step and Random Acts of Kindness curriculum.



Plan

The following are the building level goals for the 2024-2025 school year. The Murrayville Woodson community will work to help each other achieve these goals.

Academic Goals - POTENTIAL

- Increase the number of students that are scoring at grade level in reading from 61% to 65%
- Increase the number of students scoring at grade level in math from 44% to 50%

Other Goals

- MTSS – Tier II monitoring and strengthen the transition to Tier III
- Look for SEL programming that will target interpersonal skills for students
- STEAM - To provide opportunities for more problem based learning opportunities in STEAM.



Do

The following are activities planned for the 2025-2026 school year that will help move the school in a cycle of continuous improvement.

Area for Improvement	Data Source	Potential Plan
Improve Reading Skills Current % at grade level: 64 Goal: 65	Evaluation of test scores (iReady, IAR) in the past 4 years.	<ul style="list-style-type: none">• Target the grades with the highest percentage of students not reading at grade level (as determined by iReady and Literably)• Monitor the fidelity of the interventions provided during advancement time to ensure consistent monitoring of student learning.• Continue Goal Setting techniques that are more meaningful to the students.• Professional Development – iReady training focusing on Vocabulary and Nonfiction Comprehension teaching techniques
Improve Math Skills Current % at grade level: 49 Goal: 55	Evaluation of test scores (iReady, IAR) in the past 4 years.	<ul style="list-style-type: none">• Focus on math during advancement time.• Focus on hand-on math lessons STEAM Lab time.• Monitor the fidelity of the interventions provided during advancement time to ensure consistent monitoring of student learning.• Continue Crazy 8's recreational Math club K-5• Professional Development - Envision training

Improve MTSS system	Evaluation of test scores (iReady, IAR) in the past 4 years. Teacher Survey	<ul style="list-style-type: none"> • Reboot the RTI program with an overview at the beginning of the year. • Continue Tier II progress monitoring support and improve transition to Tier III • Schedule additional time in the master schedule to add consistent Tier II/ Tier III time for students
Improve Interpersonal skills in the school community	Behavior data from 2023-2024	<ul style="list-style-type: none"> • Continue with Random Acts of Kindness to explicitly teach “soft skills” • Add Antecedent information to the classroom correction and office referral forms. • Develop a schedule for the Dean to help teach Tier I whole group lessons based on areas of need shown in the behavior data. One lesson per semester in each classroom. If one per quarter can be managed that would be best. • Student leadership roles for the 2025-2026 school year will be increased. • Professional Development: Ukeru Brain/Trauma training