



Edgerton Elementary School Improvement Plan/Title I Schoolwide Plan 2024-2025

Stakeholder Engagement

Identify family members, staff representation of all school groups, grade level representatives, curriculum specialists, and stakeholders such as community members, involved in guiding the process for the comprehensive needs assessment or annual evaluation, the development or revision of the plan, and its implementation.

Team Member Name	Role
Maura Weyandt	Principal
Emily Mattson	ATPPS Lead Teacher
Marisa Knoss	Title I Lead Teacher
Naomi Norris	Teacher – Classroom
Ella Flower	Teacher – Academic Interventionist
Mara Bischoff	Special Education Representative and Social Worker

Jenni George	Multilingual (EL) Learning Representative
Mimi Black	Student Support Staff (formerly Behavior Coach/Interventionist)
James Hoskins	Cultural Liaison
Christie Xiong	Paraprofessional
Christy Schwartz, Mariah Mier Silva, Michelle Devitt, Sar Htay, Christine Claiborne	Parent/Family member of students
Dan Underbakke (Grandpa Dan)	Community Member
Sheila McCormick	Assessment/Data Coordinator

2024-2025 District Areas of Focus

- Literacy
- AVID
- PLCs
- Culture - Climate - Behavior
- Social Emotional Learning

Comprehensive Needs Assessment

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

[24-25 SIP Data Landing Page](#)

[EDG Data Analysis](#)

Demographic Data/ Nonacademic Data	Perception Data	Student Academic Data	Program, Process, Policy Data	Fidelity Data
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Race, gender, home language, student & staff attendance, behavior referrals and out of class time	student, staff and family feedback from formal and informal surveys	FAST, MCAs, ACCESS	Tripod and ATPPS surveys, feedback from staff throughout 23-23	SIP reflection form, walk throughs
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Data Analysis Narrative Reflection

Write a summary of your data analysis for each category below.

<p>Math: MCA scores increased slightly from 30.6 % to 30.7%. With recent emphasis on science of reading and new ELA curriculum, there has been limited to no focus on math.</p> <p>Literacy: We will continue to focus on learning the new curricula aligned with the science of reading to ensure teacher practices are implemented with fidelity. Best practices for EL students will be a priority.</p> <p>Culture - Climate - Behavior: We strive to sustain and grow the positive culture and climate at Edgerton for all community members. We will continue to prioritize relationships and developing cultural competency.</p>

What successes were identified?

- 1. Literacy:** The Edgerton aggressive and typical growth scores for CBM (66%) and aReading (54%) outperformed the district average. Our MCA reading proficiency increased slightly from 42.1% in 2022-2023 to 42.7% in 2023-2024, district decreased overall. Noteworthy gains in proficiency by racial groups: Black (29.7 to 35.7), Hispanic (33.3 to 45.2), and White (72.1 to 75.0).
- 2. Math:** MCA math proficiency increased for several demographic groups: Black (16.2 to 21.4), White (51.2 to 62.2), MLL (9.7 to 15.4) and SPED (12.2 to 23.3). 80% of black K-1 students made typical or aggressive growth on EarlyMath compared to 60% schoolwide
- 3. Culture, Climate, Behavior:** We met our goal of decreasing office discipline referrals for black students from 2.53 to 1.51. Staff surveys and tripod results indicate a positive school culture and climate. 84% of staff strongly agree that our school is a very able organization -- we work together very well. Family survey results indicate an increased sense of belonging. The feedback to Edgerton Stories events

regularly included words of valued, seen and culturally diverse.

4. **Attendance:** We met our attendance goal of decreasing absences by 15% (2,417 to 2,036) The tardies also decreased from 1,491 to 1,040. (Tardies include late arrival and early pick up)

What Area(s) of Greatest Need were identified?

1. **Literacy:** Our MCA Reading proficiency decreased for Asian students from 40.0% to 34.7%. And for MLL students from 17.2% to 15.7%. (88% of Asian students that are Not Proficient on MCA receive EL services). Edgerton flat or modest growth scores were high in earlyReading (53%) and aReading (46%).

2. **Math:**EDG MCA math proficiency stayed very similar. In 2022-2023 it was 30.6% and in 2023-2024 it was 30.7%. Demographic groups that decreased in proficiency: Asian (31.6 to 28.3), Hispanic (23.1 to 17.6) and EL (22.2 to 11.1).

3. **Culture, Climate, Behavior:** According to Tripod results, the only area that trends down over time or is lower than district average is quality of PLC time. With a recent increase in recently arrived families, there is a need to ensure our Latinx community members are seen and valued.

4. **Attendance:** In 2022-23 there were 90 students with 20 absences or more. There was a decrease to 75 students with 20 or more absences in 23-24. This is still an area of focus as this equates to significant loss of learning time for a high number of students.

School Improvement Strategy #1

Name Area of Greatest Need : ___Literacy_____

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.

Learning to read is the social justice issue of our time. We aim to sustain and accelerate the growth we are making for all student demographic areas.

What is the Root Cause(s) of the need? _____

A root cause is an early controllable factor in a chain of factors which impact student learning.

While many teachers have been trained in science based literacy instruction, there are others yet to be trained. Educators are still learning the multiple new curriculums. There is a need for further consistency and accountability so that we are not furthering opportunity gaps for our students. More time must be dedicated to ensuring EL students can access new curriculum through necessary scaffolds.

Evidence-based Strategy selected to address the root cause(s): _____

Kindergarten through fourth grade teachers will continue or begin their training into LETRS professional development. Last year, we implemented a new literacy curriculum which includes Foundations, Heggerty, and Wit and Wisdom, that is based on the science of reading research. Our PLC time will continue to focus on that implementation and new learning for the curriculum and teachers will work through Question One of the PLC cycle. Our intervention team and instructional coach will meet with grade level teams on a regular schedule to plan and implement interventions for WIN time based on FASTbridge and LETRS progress monitoring assessments. In addition to licensed staff, Raider Support Staff will also attend Science of Reading professional development. To support EL students, there will be PD specifically on EL strategies being implemented into new literacy curriculums.

SMART Goal — State a goal that is specific, measurable, attainable, result oriented and time-bound.

The percentage of all students in grades K-6 at Edgerton Elementary who meet aggressive growth on the Fastbridge earlyReading/aReading standardized assessments will increase from 28% (earlyReading) and 22% (aReading) in the 2024 end of year window to 31% and 27% in the 2025 end of year window.

Strategic Plan - What key strategies in the Strategic Plan does this goal align with?

<p>Our graduates are prepared to achieve their goals and aspirations.</p> <ul style="list-style-type: none"> Ensure students are college- and career-ready Deliver a challenging, joyful, and safe learning environment Deliver innovative, effective practices and systems <p>Our learners contribute to an equitable, caring society.</p> <ul style="list-style-type: none"> Cultivate student engagement and joy in learning Support learner resiliency (student social and emotional learning and mental health) Amplify student leadership and voice in decision-making Prepare learners to be racially and socially responsive <p>We are a culturally responsive, inclusive, anti-racist district.</p> <ul style="list-style-type: none"> Ensure educator commitment to anti-racist practices Hire and retain a diverse workforce Develop equitable leaders Develop a culturally responsive evaluation system 	<ul style="list-style-type: none"> Build a culture of belonging where all feel welcome, included, and safe The community is united behind meeting student needs. Partner with families and the community to support student success Build a culture of belonging We are financially secure. Cultivate and maintain community trust Secure and allocate financial resources to support the district's mission and vision
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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
EL - PD on EL strategies to support Wit & Wisdom and Foundations	Marisa, Emily, Maura	Modeling Wit & Wisdom lesson with MLL strategies,	08/2024	06/2025	Staff will gain a better understanding of how to support EL students during lessons in new curriculums including Wit & Wisdom and Foundations.
PLCs -Once a week Literacy, once a week Math -K-3 Foundations checklist -4-6 Wit & Wisdom	Maura, Ella, Kelly J. Brandon B.	K-3: Discussion with Brandon about system used at EDW, Learning Activity Self-Study Checklist from Foundations website, use of the Foundations	08/2024	06/2025	Staff will complete training, gain a deep understanding of the new curriculum, develop common lesson formats, and will be using curriculum and core texts.

		Study Group Guidelines as an outline to follow for meetings. All teachers will need access to their Foundations materials. 4-6: Wit & Wisdom Focusing Question Arc Study Protocol, teacher manuals, lesson materials, core text, and tools to annotate while working through the protocol.			
ELA planning days	Maura	Building substitute schedule for classroom coverage, school-wide screening plan and schedule, progress monitoring schedule	08/2024	06/2025	Grade level team groupings and intervention planning will be aligned with student needs based on assessment data. Instruction will be cohesive and follow the same scope and sequence.
AVID/WICOR strategies -4-6 Wit & Wisdom alignment	Emily	AVID resources, time dedicated to PD	08/2024	06/2025	Staff will identify strategies that align between Wit & Wisdom and AVID to increase and build cohesion across programs.
FastBridge Training for progress monitoring and data literacy	Emily, Ella, Maureen?	Time at the beginning of the school year (preferably after the Fall testing window) to provide professional development on how to use FastBridge for progress monitoring, continued check-ins throughout the year about progress monitoring systems, data literacy, and the use of FastBridge	08/2024	06/2025	Staff will have a better understanding of how to use FastBridge more effectively, staff will be better able to utilize progress monitoring because of the change in district-wide screening schedules.
Continued literacy intervention training for Raider Support Staff	Ella	Regularly scheduled time on a weekly basis allocated for intervention teachers to meet with Raider Support Staff who are providing interventions, learning aligned with interventions being implemented	08/2024	06/2025	Raider Support Staff will gain a deeper understanding of reading instruction and be able to provide interventions during WIN time that align with the co-created plan of the grade level team.

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**.
 - Instructional support:
 - Focused literacy walkthroughs with principal and instructional coach
 - TDE observations
 - LETRS engagement and completion
 - PLC lead support to guide team conversations around DuFour's question 1 and 2
 - Professional Development attendance and engagement
- Identify the process and measure(s) that will be used to determine **progress toward achieving the SMART Goal**.
 - FAST earlyReading
 - FAST aReading

School Improvement Strategy #2

Name Area of Greatest Need: _____Math_____

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.

Our results show significant achievement disparities for BIPOC students compared to white students on aMath and the MCA.

What is the Root Cause(s) of the need? _____

A root cause is an early controllable factor in a chain of factors which impact student learning.

There is a current need for math PD and cohesion in math instruction.

Evidence-based Strategy selected to address the root cause(s): _____

- Implement CGI number sense instruction
- Professional development for teachers to implement evidence based strategies (CGI and culturally responsive teaching).
- Build academic language and teach with knowledge co-construction through CGI instructional strategies, such as math warm-ups, including students' names and interests in Math problems, and having students share their strategies with the class.

SMART Goal — State a goal that is specific, measurable, attainable, result oriented and time-bound.

The percentage of all students in grades 2-6 at Edgerton Elementary who are in the “low risk” or "exceeds" categories on the Fastbridge aMath standardized assessments will increase from 50% in the 2024 end of year window to 55% in the 2025 end of year window.

Strategic Plan - What key strategies in the Strategic Plan does this goal align with?	
Our graduates are prepared to achieve their goals and aspirations. Ensure students are college- and career-ready Deliver a challenging, joyful, and safe learning environment Deliver innovative, effective practices and systems Our learners contribute to an equitable, caring society.	Build a culture of belonging where all feel welcome, included, and safe The community is united behind meeting student needs. Partner with families and the community to support student success

<p>Cultivate student engagement and joy in learning</p> <p>Support learner resiliency (student social and emotional learning and mental health)</p> <p>Amplify student leadership and voice in decision-making</p> <p>Prepare learners to be racially and socially responsive</p> <p>We are a culturally responsive, inclusive, anti-racist district.</p> <p>Ensure educator commitment to anti-racist practices</p> <p>Hire and retain a diverse workforce</p> <p>Develop equitable leaders</p> <p>Develop a culturally responsive evaluation system</p>	<p>Build a culture of belonging</p> <p>We are financially secure.</p> <p>Cultivate and maintain community trust</p> <p>Secure and allocate financial resources to support the district's mission and vision</p>
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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
Start each staff meeting with a math warm-up	Shared- sign up	CGI Warm Up Slides	Sep	Feb	Teachers will develop increased knowledge and use of warm-ups to increase student engagement and number sense.
Share number and operations strategy with families 1x per month via Edgerton newsletter	Grade Level Teams	Monthly Communication Plan to Families	Sep	Feb	Increase students' access to grade level standards, build family's connections to the school community.
Include math station at Edgerton Stories night (patterns- Karen weaving)	EDG Stories Team	Karen Families and weaving supplies	Jan	May	Connect culture with academic knowledge
Involve students in school-wide estimations and counting	Anna Jacobson	estimation jars, tickets to fill out guesses	Sept	May	Develop number sense and build community
Train K-1 teachers on earlyMath at K-1 staff meeting in fall Additional training for those giving assessment	K-1 Teachers Sheila McCormick	earlyMath explained slides earlyMath K one-pager earlyMath 1st one-pager	Fall 24	As needed	Teachers will develop knowledge about the earlyMath assessment which will help them analyze data, plan future instruction, and interventions.

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**.
 - We will use TDE observations, screeners, walk throughs/observations, embedded coaching and additional observations at teacher request.
 - Professional Development attendance and engagement.
- Identify the process and measure(s) that will be used to determine **progress toward achieving the SMART Goal**.
 - FAST earlyMath
 - FAST aMath

School Improvement Strategy #3

Name Area of Greatest Need : __Behavior_____

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.

Our Hispanic/Latine students have a higher proportion of ODRs as compared to the general population of students. There has been an increase of recently arrived families attending Edgerton. We need to ensure connectedness for this group of students and families.

What is the Root Cause(s) of the need? _____

A root cause is an early controllable factor in a chain of factors which impact student learning.

- In order to have a supportive culture and climate, we need to model and build supportive relationships among school leaders and all other school staff. We will continue to focus on building trust and collaboration among staff.
- Implicit bias and dominant white cultural norms affect the way educators, especially white educators, perceive and respond to the behavior of various students. We need to continue to make time to critically reflect on our biases and interrupt unfair patterns of interpreting the same behaviors differently when they are performed by different students. We need to ask, “To whom are we giving the benefit of the doubt”? As adults, we will continue to take ownership of building positive connections and relationships with our students.
- Positive family partnerships benefit student engagement. We need to add a staff member who is able to communicate and build relationships with our Latine families (cultural liaison)

Evidence-based Strategy selected to address the root cause(s): _____

SMART Goal — State a goal that is specific, measurable, attainable, result oriented and time-bound.

Edgerton elementary will reduce by 15% the proportion of over-representation of office discipline referrals for Hispanic students from June of 2023-24 to June 2024-2025 from 1.94 to 1.65.

Strategic Plan - What key strategies in the Strategic Plan does this goal align with?

<p>Our graduates are prepared to achieve their goals and aspirations.</p> <ul style="list-style-type: none"> Ensure students are college- and career-ready Deliver a challenging, joyful, and safe learning environment Deliver innovative, effective practices and systems <p>Our learners contribute to an equitable, caring society.</p> <ul style="list-style-type: none"> Cultivate student engagement and joy in learning Support learner resiliency (student social and emotional learning and mental health) Amplify student leadership and voice in decision-making Prepare learners to be racially and socially responsive <p>We are a culturally responsive, inclusive, anti-racist district.</p> <ul style="list-style-type: none"> Ensure educator commitment to anti-racist practices Hire and retain a diverse workforce Develop equitable leaders Develop a culturally responsive evaluation system 	<ul style="list-style-type: none"> Build a culture of belonging where all feel welcome, included, and safe <p>The community is united behind meeting student needs.</p> <ul style="list-style-type: none"> Partner with families and the community to support student success Build a culture of belonging <p>We are financially secure.</p> <ul style="list-style-type: none"> Cultivate and maintain community trust Secure and allocate financial resources to support the district's mission and vision
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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
Relationships	All staff	Relationship mapping data and personal reflection	8/2023	6/2024	Staff are more thoughtful and equipped to put relationships first when working with students and families
PBIS matrix	PBIS team	PBIS matrix, posters	8/2023	6/2024	All staff understand common ground expectations and in turn teach and model these for students
Culturally Responsive Teaching PD	Maura Weyandt	Staff meeting time	8/2023	6/2024	All educators will develop their competency for culturally responsive teaching

Restorative Practices circles for staff	Maura Weyandt and Becky McCammon	MDE grant	8/2023	6/2024	Staff build relationships, reflect on biases that may be affecting relationships and expectations
Hold student affinity groups	Cultural liaisons	Time in their schedules	8/2023	6/2024	Increased sense of belonging, staff understanding BIPOC student voice and experiences
New student onboarding	Maura, Eagle Squad, Mary Swanson	Onboarding task packet	8/2023	6/2024	New students and families feel connected to the community

Annual Evaluation for Strategy #3

Identify the process and measure(s) that will be used to determine:
<ul style="list-style-type: none"> Identify the process and measure(s) that will be used to determine the fidelity of implementing the strategy as intended. <ul style="list-style-type: none"> SWIS data at monthly PBIS meetings Behavior calls to the office spreadsheet
<ul style="list-style-type: none"> Identify the process and measure(s) that will be used to determine progress toward achieving the SMART Goal. <ul style="list-style-type: none"> SWIS data Staff reflection Data on calls to the office spreadsheet Family feedback Leadership team feedback

School Improvement Strategy #4

Name Area of Greatest Need : _____ Attendance _____

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 data suggests a connection between students with 2 or more ODRs and/or not meeting academic benchmarks and chronic absenteeism.

What is the Root Cause(s) of the need? _____

A root cause is an early controllable factor in a chain of factors which impact student learning.

- Are we creating a welcoming school environment for students and families?
- Are we communicating early and consistently with families across multiple forums?
- Does every child in the school feel connected to at least one staff member? Who are we missing?
- Are we working with families to help identify and break down any barriers in a student's ability to come to school?
- Unintended impact of pandemic is that attendance is viewed as optional by some families

Evidence-based Strategy selected to address the root cause(s): _____

- Positive school climate
- Early intervention- identify at-risk students early on to prevent attendance problems from escalating (ie Attendance Mentors, proactive messaging across multiple platforms)
- Community partnerships
- Edgerton Cultural Liaisons (African-American, Latino, Karen)
- School-wide attendance strategies (ie Best Class Attendance)

SMART Goal — State a goal that is specific, measurable, attainable, result oriented and time-bound

Edgerton Elementary School will decrease the number of unexcused (unverified and unapproved) student days absent from 726 to 653 by the end of the 2025 school year as measured by Synergy (10% reduction). Edgerton Elementary School will decrease the number of students with 20 or more absences from 75 students to 67 students by the end of the 2025 school year as measured by Synergy (10% reduction).

Strategic Plan - What key strategies in the Strategic Plan does this goal align with?

Our graduates are prepared to achieve their goals and aspirations.
 Ensure students are college- and career-ready
 Deliver a challenging, joyful, and safe learning environment
 Deliver innovative, effective practices and systems
 Our learners contribute to an equitable, caring society.
 Cultivate student engagement and joy in learning
 Support learner resiliency (student social and emotional learning and mental health)
 Amplify student leadership and voice in decision-making
 Prepare learners to be racially and socially responsive
 We are a culturally responsive, inclusive, anti-racist district.
 Ensure educator commitment to anti-racist practices
 Hire and retain a diverse workforce
 Develop equitable leaders
 Develop a culturally responsive evaluation system

Build a culture of belonging where all feel welcome, included, and safe
 The community is united behind meeting student needs.
 Partner with families and the community to support student success
 Build a culture of belonging
 We are financially secure.
 Cultivate and maintain community trust
 Secure and allocate financial resources to support the district's mission and vision

Implementation Plan for Strategy #4

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Relationship Mapping	All staff	Time to schedule	9/3/24	6/10/25	Emphasize value of relationships and increase understanding, reflection and accountability on how and who staff engage at school
Attendance Mentors	Emily Mattson and Mara Bischoff	List of students and mentors	9/3/24	6/10/25	Create intentional connections between staff and students to increase welcoming school environment

Attendance Awards	Mara Bischoff	Class prize	9/3/24	6/10/25	Students are motivated to help their class earn the reward
Attendance Videos	Maura Weyandt	Time to gather data	9/3/24	6/10/25	Communicate with families concerns around attendance and share information around school attendance policies (platform to communicate in multiple languages)
Invite families to attend morning meeting followed by conversation with the principal focused on multiple areas of curriculum	Maura Weyandt	Materials for families at each event	9/3/24	6/10/25	Importance of building and being part of our school community, increase families understanding of how and what we teach
Communicate attendance data at fall conferences	Classroom teachers	Time to gather data	9/3/24	6/10/25	Families will have the data early on in the school year.
Communicate attendance concerns process with all staff	Maura and Mara	Attendance team meetings and time to communicate with teachers	9/3/24	6/10/25	This will provide consistency with all staff.
Attendance Outreach	Mara Bischoff	Time to connect with families	9/3/24	6/10/25	Work with families to address any possible barriers facing the family in attending school

Annual Evaluation for Strategy #4

Identify the process and measure(s) that will be used to determine:
<ul style="list-style-type: none"> Identify the process and measure(s) that will be used to determine the fidelity of implementing the strategy as intended. <ul style="list-style-type: none"> Bi-weekly attendance reports to analyze trends Tracking attendance interventions and communications with families using spreadsheet Mentors will meet with their mentee once a week

- Provide staff training around attendance process and how concerns are addressed
- Tracking classroom attendance monthly

- Identify the process and measure(s) that will be used to determine **progress toward achieving the SMART Goal.**
 - Track student connectedness to school at multiple points in the year based on staff feedback
 - Monitor student and school wide attendance trends to gauge trends
 - Compare attendance and behavior trends of students to determine if there is a correlation with student success

How will the identified strategies and staff actions specifically strengthen the school's academic program and address the learning needs of all students including but not limited to students not meeting standards? [Limit response to 100 words or 600 characters.]

When students feel welcomed, seen, and safe at school, attendance and engagement is positively impacted. Our strategies and staff actions focus on sustaining our positive culture. And by growing the cultural competence of all staff to better meet the needs of our diverse and changing school community. We are doing this by providing a strong reading curriculum, CGI math instructional strategies, more training and support to staff, and focusing on increasing overall connection in our school community. There is a correlation between attendance and academic performance. By implementing early interventions, strong relationships, and a positive school climate, our plan will strengthen the academic and social-emotional needs of all.

As a schoolwide program, how will Title I funds be used in ways that are not possible with Targeted Assistance services? [Limit response to 100 words or 600 characters.]

Our plan will decrease opportunity gaps for students in various classrooms and increase math proficiency for all students. Data from 23-24 suggests our literacy efforts are working and our plan will sustain this growth. The outcomes will be more consistent instructional practices from all teachers resulting in academic gains for students. PLC lead teacher and Literacy lead will guide teachers through analyzing data multiple times during the school year. Student WIN groups will be adjusted based on data and student need.

Budget

How is the school using Title I funds and any other funds to improve the school program and student outcomes?

Strategy #	Expense Item and Justification (How is this expense related to the strategy?) If a staff position, only state the positions (names are not necessary)	Title I, Part A proposed budget amount (For staff positions, only state the FTE)	Other funding source(s) proposed FTE or budget amount
1 and 2	PLC Lead: Collaborates with teachers to strengthen PLC work	0.5 FTE	0.5 MLL
1 and 2	Literacy Lead: Collaborates with admin, teachers and paras to strengthen literacy practices	0.75 FTE	0.25 Comp Ed
3 and 4	Social worker: leads social emotional small groups, monitors attendance, connects families and students with needed resources	0.5 FTE	0.5 OSS

Communication Plan

Complete the chart below to list how this plan and the Parent and Family Engagement (PFE) Plan will be communicated to key stakeholders (staff, families of students, and community members) in a format and language that families can understand?

When will the communication take place	What is the message	Who is the audience	How will it be communicated
8/26/24	Celebrate growth of 23-24, Intro to 24-25 SIP, theme and plans	Staff	Staff news, Welcome to 24-25 staff meeting, one pager

8/28/24	Back to School Kick-off and Title I Event	Families and community stakeholders	Edgerton Weekly Newsletter and in person event for families, cultural liaisons, school website
November 21, January 16, April 17	SIP Review, adjustments, reflection form	Leadership Team	Staff communication and in person meetings, survey to staff to gather feedback
January 23 and May 22	Stakeholder feedback and input gathering	Families and community stakeholders	Community newsletter, 1:1 conversations with families that represent community, school website

School Improvement Action Plan and Reflection Form - Click [here](#) to complete your School Improvement Action Plan and Reflection Form

School Professional Development Calendar - *See 2024-2025 district PD calendar link below for district dates.*

PROFESSIONAL DEVELOPMENT PLAN

The PD Plan below is a calendar that should include your professional development across the year. Including half day PD dates, a monthly staff meeting, release days using subs (if they relate to your SIP), etc.

[EDG 24-25 meetings](#)

Date	Time	Activity	Persons Responsible
Monday, August 26	9:00-12:00	District PD Calendar	Maura Weyandt
	TBD	District PD Calendar	
Tuesday, August 27	TBD	District PD Calendar	District
	TBD	District PD Calendar	District

Thursday, August 29	10:00-12:00		Maura Weyandt + Ella, Mara, Emily, Marisa
September 19	8:30	Staff Meeting:	Maura Weyandt + Laura, Mimi, Jenni, Naomi
September 26	8:30	Staff Meeting:	Maura Weyandt +
Wednesday, October 16	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	Site
October 3	8:30	Staff Meeting:	Maura Weyandt + Deb, Lisa, Sarah F
November 7	8:30	Staff Meeting:	Maura Weyandt + Ryan, Dawn, Eric, Anna
Monday, November 4	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District
December 5	8:30	Staff Meeting:	Maura Weyandt + Kelly W, Rick, Jakky, Lindsey
Monday, February 3	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
January 9	8:30	Staff Meeting:	Maura Weyandt + Kelsey, Sarah C, Kelly J, Maddie
February 20	8:30	Staff Meeting:	Maura Weyandt + Kelly T, Alisha, Haruka, Barb
Friday, March 7	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	

March 20	8:30	Staff Meeting:	Maura Weyandt + Stacey, Alicia, Candi, Rachel
April 3	8:30	Staff Meeting:	Maura Weyandt + Hannah, Sue, Megan, Sara H
Friday, April 18	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
May 1	8:30	Staff Meeting:	Maura Weyandt + Mee Moua, Bonnie, Eileen, Elle
Friday, May 9	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District
Friday, May 23	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	Site

RAIDER SUPPORT - PROFESSIONAL DEVELOPMENT PLAN

The PD Plan below is a calendar that should include your professional development across the year for Raider Support.

Date	Time	Activity	Persons Responsible
Tuesday, August 27	8:00-11:00	District PD Calendar	OEE
	12:00-3:00	District PD Calendar	OEE
Friday, January 31	8:00-11:00	District PD Calendar	OEE
	12:00-3:00	Relationship Mapping Science of Reading CGI	Maura Weyandt and Mara Bischoff Ella Flower

Additional PD for Raider Support at Edgerton

Date	Time	Activity	Persons Responsible
Monday, September 16	10:00	Celebrate success and shout outs of 23-24, schedules, matrix for students and adults	Maura Weyandt
Monday, October 14	2:00	Relationship Mapping	Maura and Mara
Monday, November 11	10:00	Sped	Maura and Barb Reckard
Monday, December 9	2:00	Science of Reading PD	Maura and Ella Flower
Monday, February 24	10:00	Sped	Maura and Barb Reckard
Monday, March 17	2:00	CGI math strategies, MCA modules	Maura and Sheila McCormick
Monday, April 14	10:00	Sped, MCA modules	Maura and Barb Reckard
Monday, May 12	2:00	Relationship Mapping, input for 25-26	Maura Weyandt

2024-2025 SIP Calendar/Deadlines

Important dates for SIP Process	1:1 Principal & Asst. Supt. SIP Review
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Deadline	Activity	Positions Responsible	Notes
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August 18	Have the following documents completed in your Google Folder: <ul style="list-style-type: none"> • 24-25 SIP • SIP One Pager • SIP Action Plan 	Principal	
August 20	Review Site Improvement Plans & give principals feedback	Assistant Superintendent	
August 22	SIP revisions completed	Principal	
August - workshop week/early September	Share SIP One Pager with staff	Principal	
Mid September	ATPPS Site goal (aligned to building SIP goal) due to ATPPS Coordinator	Principal	
September/October	Collect evidence of fidelity of implementation data as defined in SIP Action Plan and Reflection form	Principal & Assistant Superintendent 1:1 (6 week check in)	
December/February	SIP review by building leadership team - report on process to be shared with staff, school community, district leaders and at an Instructional Leaders meeting.	School Leadership Team	
March	Collect evidence of fidelity of implementation data as defined in SIP Action Plan and Reflection form	Principal & Assistant Superintendent 1:1 (6 week check in)	
March/April	SIP review by building leadership team - report on process to be shared with staff, school community, district leaders and at an Instructional Leaders meeting.	School Leadership Team	
Early June	CNA data identified/collected for planning 2025-2026 SIP	Principal and School Leadership Team	

SIP Resources:

[24-25 SIP Data Landing Page](#)

[Implementation Science Tool](#)

[2024-2025 PD Calendar](#)

[SIP Research Landing Page](#)

[2024-2025 SIP One Pager](#)