



Edgerton School Improvement Plan/Title I Schoolwide Plan 2025-2026

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
Ella Flower	ATPPS Lead Teacher
Marisa Knoss	Title I Lead Teacher
Alisha Peterson	Teacher – Classroom
Kelly Johnson	Teacher – Academic Interventionist
Jennifer George and Marisa Knoss	Multilingual (ELD) Learning Representative
Mara Bischoff	Social Worker
Mimi Black	Student Support Staff (formerly Behavior Specialist/Interventionist)

James Hoskins	Cultural Liaison
Sar Htay	Parent/Family member of students
Dan Underbakke (Grandpa Dan)	Community Member
Ellis Richardson, Maureen Foreman	Assessment/Data Coordinator

2025-2026 District Areas of Focus/Evidence-Based Strategies

(Be sure to include at least 2 of these areas of focus within your SIP as appropriate)

- Literacy
- AVID
- PLCs
- Culture - Climate - Behavior
- Attendance
- Social Emotional Learning
- TDE
- MLL Strategies (co-teaching, collaboration, translanguaging)

Comprehensive Needs Assessment

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

[25-26 SIP Data Landing Page](#)

[Examples of Five Categories of Data](#)

Demographic Data/ Nonacademic Data	Perception Data	Student Academic Data	Program, Process, Policy Data	Fidelity Data

Data Analysis Narrative Reflection

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

Math: MCA scores increased from 30.7 % to 38.8%, including gains for all racial demographic areas. This was done through a focus on teacher to teacher efficacy, CGI strategies that increase student voice and mathematical thinking.

Literacy: We will continue to focus on implementing the curricula aligned with the science of reading to ensure teacher practices are implemented with fidelity. Best practices for EL students will be a priority.

Culture - Climate - Behavior: We strive to sustain and grow a connected, safe, and positive culture and climate at Edgerton for all community members. We will continue to prioritize relationships and developing cultural competency for all staff.

What successes were identified?

1. Math MCAs increased 30.7% to 38.8% (District 37.6% to 37.8%)
 - 3rd grade 30.4% to 49.1%
 - MLL 15.4% to 22.1% (district 9.3% to 9.6%)
 - Increase for all racial demographic groups (Asian 28.3% to 37.6%, Black 21.4% to 26.7%, Hispanic 17.6% to 27.3%, Multi-Racial 11.1% to 38.1%, White 62.5% to 63.9%)
 - Math MCA for multiracial students increased the most from 11.1% to 38.1%
 - Racial demographic group gaps decreased for all racial groups
2. Year 2 of ELA curriculum teacher feedback
 - Students and Teachers more familiar with curriculum
 - Co-teaching, collaboration between general education teachers, EL, sped and Intervention
 - Intentional WIN schedule based on student data that was progress monitored routinely and groups adjusted.
3. Grades 3-6 made higher typical/aggressive growth than district average on the aReading test.
4. . Culture/Climate: 24-25 goal met to reduce risk ratio for Latinx students.
 - Tripod: Teacher collaboration for growth
 - 69% of EDG staff responded A lot! To Informal interaction with other teacher

- 77% of EDG staff responded A lot! Your collaborative work with colleagues
- SWIS/Behavior data
 - 28/400 students had referrals (7% of student population)
 - 163 total referrals
- Family survey
 - 60% of families responded “extremely confident” partnering with the school to support their child's learning needs

High levels of teacher to teacher efficacy. Tripod survey, staff formal and informal feedback each demonstrate that they learn from each other. Staff are willing to take risks and learn from each other.

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

1. Math MCAs

- Students receiving special education services decreased 23.3% to 17.6%
- 5th grade lower math proficiency than reading (opposite for grades 3, 4), aMath aggressive growth was 9% (5th grade)
- While all racial demographics demonstrated growth, white students continue to score higher than their BIPOC peers on all standardized tests.

2. Reading MCAs: Reading MCAs decreased 42.7% to 40.1% (overall)

4. Culture/Climate: Continued commitment to staff relationships, beliefs, and development of cultural competencies. When reviewing and analyzing all data points, an important question was asked, Do we understand who our multi-racial students are?

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 the new curriculum through necessary scaffolds.

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

Teachers will continue to receive literacy training through LETRS and CAREIALl programs. We will continue to implement multiple literacy curricula which include Foundations, Heggerty, and Wit and Wisdom, all of which are based on the science of reading research. Our collaborative work time will continue to focus on that implementation and modifying the curriculum to meet the needs of all students. 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.

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

The percentage of all students enrolled in grades 3-6 at Edgerton school who are proficient on the Reading tests (MCA and MTAS) will increase from 40.1% in 2025 to 46.1% in 2026.

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 #1

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Current classroom teachers who have not received LETRS training will receive training for LETRS or CAREIALl throughout the 2025-2026 year.	District Administration	Resources will be provided by the training team.	8/2025	6/2026	Staff will complete training, gain a deep understanding of the science of reading research and will be able to implement strategies that promote reading success.
FastBridge Training for progress monitoring and data literacy	Kelly, Ella, Jakky, Maureen	Time at the beginning of the school year (preferably after the Fall testing window) to provide professional	8/2025	6/2026	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.

		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			
AVID/WICOR strategies - 5-6 Wit & Wisdom alignment	Emily	AVID resources, time dedicated to PD	8/2025	6/2026	Staff will identify strategies that align between Wit & Wisdom and AVID to increase and build cohesion across programs.
ELA planning days/Collaborative time	Principal/District	<p>Building substitute schedule for classroom coverage, school-wide screening plan and schedule, progress monitoring schedule</p> <p>There is money budgeted for one ½ day per trimester for site ELA days. There are planned district-wide collaborative days every trimester.</p>	8/2025	6/2026	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.

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.**
 - We will use TDE observations, screeners, walk throughs/observations, embedded coaching and additional observations at teacher request and need.
 - Professional Development attendance and engagement.

- Identify the process and measure(s) that will be used to determine **progress toward achieving the SMART Goal**.
 - We will monitor data on FASTbridge screening assessments (earlyReading, CBMs, aReading, and AUTOReading).

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 need to continue to provide planning time for grade level teams, further time for teacher collaboration and co-teaching, cohesion in math instruction and focus on mathematical academic language.

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

- Implement CGI number sense instruction
- Planning time for grade level teams that focus on cohesion in math instruction
- 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 meet typical or aggressive growth on the Fastbridge aMath standardized assessments will increase from 52% in the 2025 end of year window to 56.8% in the 2026 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.

- ☒ 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 #2

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Include math station at Edgerton Stories night (patterns- Karen weaving)	EDG Stories Team	Karen Families and weaving supplies	November	November	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
Provide grade level teams time for math planning	Admin	Time	Sept	May	Cohesion across grade level teams, increased use of mathematical academic language, student confidence using different strategies

Math MLL small group instruction	MLL team	FTE, access to grade level math curriculum and resources	Oct	May	MLL students gaining confidence using productive language during math instruction
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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.
 - Planning days schedule
 - MLL teaching schedule to support Math instruction
- 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 Multiracial students have a higher proportion of ODRs as compared to the general population of students.

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.

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

- PBIS System
- Student Assistance Team (SAT) process
- Teach, model, practice behaviors and routines for students
- Culturally Responsive Teaching

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 Multiracial students from June of 2024-25 to June 2025-2026 from 3.06 to 2.6

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
Relationship Mapping	All staff	Relationship mapping data and personal reflection	8/2025	6/2026	Staff are more thoughtful and equipped to put relationships first when working with students and families. Help students find meaningful connections with staff
Morning Meeting Modeling	Principal, Staff Volunteers	Staff meeting time	8/2025	6/2026	Staff will be better equipped to meaningfully connect with students in an age appropriate manner
PBIS matrix	PBIS team	PBIS matrix, posters	8/2025	6/2026	All staff understand common ground expectations and in turn teach and model these for students
Culturally Responsive Teaching PD	Principal	Staff meeting time	8/2025	6/2026	All educators will develop their competency for culturally responsive teaching

Restorative Practices circles for staff	Ellis Richardson, Equity TOSA	Meeting time	8/2025	6/2026	Staff build relationships, reflect on biases that may be affecting relationships and expectations
Hold student affinity groups	Cultural liaisons	Time in their schedules	8/2025	6/2026	Increased sense of belonging, staff understanding BIPOC student voice and experiences
New student onboarding	Eagle Squad, Mary Swanson, Principal	Onboarding task packet	8/2025	6/2026	New students and families feel connected to the community
Student Assistance Team Meetings (SAT)	Eagle Squad, Ella Flower, Principal	SAT meeting agenda and time in schedules to meet	8/2025	6/2026	SAT team collaborate to identify student needs and implement systems of support

Annual Evaluation for Strategy #3

<p>Identify the process and measure(s) that will be used to determine:</p>
<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

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 literacy proficiency for all students. Data from 24-25 suggests our focus on math in 24-25 worked and our plan will sustain this growth. The outcomes will be more consistent instructional practices from all teachers and their familiarity with ELA curriculum resulting in academic gains for students. Literacy lead and Instructional Coach 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	Literacy Lead collaborates on literacy PD, intervention groups and plans	0.5	.5 District Sources
1 and 2	Instructional Coach collaborates with teachers	0.5	0.5 MLL
3	Social worker leads social emotional groups and leads Tier 1 Relationship Mapping	0.3	0.7 Student Services
3	Student Success Lead teaches Tier 1 social emotional learning	0.15	0.75 ADSIS, 0.10 Comp Ed

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?

Date of Communication	What is the message	Who is the audience	How will SWP and PFE plan be communicated
8/25/25	Celebrate growth of 24-25, Intro to 25-26 SIP, theme and plans	Staff	Staff news, Welcome to 25-26 staff meeting, one pager
9/22/25	Title I Event	Families and community stakeholders	Edgerton Weekly Newsletter and in person event for families, cultural liaisons, school website
November 20, January 22, April 16	SIP Review, adjustments, reflection form	Leadership Team	Staff communication and in person meetings, survey to staff to gather feedback, SIP reflection once per tri
November 20 and April 10	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 2025-2026 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 25-26 PD and meeting schedule

Above linked document includes all meeting and professional dates and topics.

Date	Time	Activity	Persons Responsible
Monday, August 25	TBD	Staff Meeting:	
Tuesday, August 26	TBD	District PD Calendar	District
	TBD	District PD Calendar	District
Wednesday, October 15	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	Site
Monday, November 3	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District
Monday, February 2	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
Friday, March 6	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
Friday, April 17	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
Friday, May 8	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District
Friday, May 22	8:00-11:00	District PD Calendar	District

	12:00-3:00	District PD Calendar	Site
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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 26	8:00-11:00	District PD Calendar	OEE
	12:00-3:00	District PD Calendar	OEE
Friday, January 30	8:00-11:00	District PD Calendar	OEE
	12:00-3:00	District PD Calendar	Principals

2025-2026 SIP Calendar/Deadlines

Important dates for SIP Process	1:1 Principal & Associate Supt. SIP Review
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Deadline	Activity	Positions Responsible	Notes
August 17	Have the following documents completed in your Google Folder: <ul style="list-style-type: none"> 25-26 SIP SIP One Pager SIP Action Plan 	Principal	
August 19	Review Site Improvement Plans & give principals feedback	Associate Superintendent	
August 21	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 & Associate 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 & Associate Superintendent 1:1 (6 week check in)	
April/May	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 2026-2027 SIP	Principal and School Leadership Team	

SIP Resources:

[25-26 SIP Data Landing Page](#)

[Implementation Science Tool](#)

[25-26 PD Calendar](#)

[SIP Research Landing Page](#)

[2025-2026 SIP One Pager](#)

[TDE rubric](#)

