

Neill School Improvement Plan 2025-2026



Mission Statements

District Mission:

The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

School Mission: (If applicable)

We work to create a welcoming, nurturing, and engaging learning environment for all students.

School Information

School Name	Neill Elementary
School Year	2025-2026
Principal Name	Lana Lindeman
Instructional Leadership Team members and roles (SIP Planning Team)	Emily James-AP Tammy Doherty - Behavior Specialist TOSA Renee Ward - Social Worker Sarah Jaremko - 1st Grade Teacher Amy Vandermeeden - Academic TOSA Dominic Duenas - 5th Grade Teacher Becky Berg - 3rd Grade Teacher Jake Wolverton - 2nd Grade Teacher Sara Robinson - 5th Grade Teacher Anne Kuempel - Special Education Teacher

Comprehensive Needs Assessment Summary

Data Sources Reviewed	FAST 2024-2025 2025 MCA Call Log Catalyst Coaching Data and certifications School Survey Data
Key Findings	• 3rd grade had higher proficiency scores on 2025 Reading MCA, first year of differentiated/dynamic grouping, kids moving up in group levels over time
Identified Strengths	• Literacy: Dynamic grouping model in 3rd grade - staff PD on dynamic grouping in May 2025, Bridge to Read with high fidelity, use of connected text, LETRS training, LEXIA • Math: IXL with specific PD on utilizing data for differentiation, focused mini lessons based on standards (use of Reveal math strategies), focus as a school on automaticity and monitored it • Science: partnership with Breck • School Climate: High rate of staff trained on classroom management strategies, Second Step, push in Social Emotional lessons (counselor, social worker), internal coaches who supported and trained staff around classroom management strategies. Increased engagement in school wide events (families), positive feedback from subs on school climate (subs requested to work here) • Achievement Gap: Kindergarten showed high growth with the use of Bridge to Read (higher than we have seen the past few years)
Identified Areas for Improvement	• Literacy: Goal setting with students, differentiated instruction with dynamic grouping. Instructional practices that support reading comprehension. • Math: Goal setting with students, deepen teacher understanding of effective differentiation and small group instruction, and instruction with number sense and operation. • Science: consistent instruction, utilize resources/materials

	• School Climate: To train all staff with classroom management strategies that support the management within classrooms and other building spaces through the Catalyst approach. • Achievement Gap: Students continue to make growth, but not at a high enough rate to make grade level benchmarks. Utilizing consistent data digs to analyze the growth of all students.
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Priority Goals	
Comprehensive Achievement and Civic Readiness (CACR) <i>Formerly World's Best Workforce</i>	
MN Dept of Ed	Robbinsdale Area Schools
• All children are ready for school.	• All students enrolled on the first day of kindergarten have completed screening before the 31st day of kindergarten.
• All racial and economic achievement gaps between students are closed.	• Rdale is working toward a goal of closing the achievement gap by increasing the percentage of students of color scoring proficient on MN standards based accountability assessment.
• All students are ready for career and college.	• The number of CTE and college credit bearing courses students are enrolled in will increase by 10 percentage points from 2023-2025.
• All students graduate from high school.	• Rdale is working toward a goal of all district students graduating. The percentage of Rdale seniors who graduate in four years will increase from 80.2% in 2020 to 90% in 2030.
• Prepare students to be lifelong learners.	• Rdale will ensure that all students develop the knowledge, skills, and mindset needed to adapt, grow, and thrive in an ever changing world.
Read Act Goal: Every child can read at or above grade level every year.	

Robbinsdale Area Schools MCA Goals- This field will be updated when data is no longer embargoed

Reading: Five percent growth

Mathematics: Five percent growth

Science: Five percent growth

Strategic Priorities:

- THEME A: Academic Achievement
 - Enhance cultural relevance of curriculum for students
 - Enhance an equitable learning system from early childhood to adults
 - Deepen preparation for life, college, and career
- THEME B: Student Engagement and Wellness
 - Improve student-staff connection
- THEME C: Collaboration and Partnership
 - Strengthen mutual communication and responsiveness with all stakeholders
 - Expand equitable inclusion and influence of student, family, staff, and community voice
- THEME D: Staff Investment and Impact
 - Cultivate the district culture to be inclusive, supportive, and welcoming
 - Increase consistency and accountability for common district practices

Goal Area	Goal Statement	Strategic Priority Alignment	CACR Alignment
Literacy	Neill Elementary will focus on explicit instruction in both foundational skills and vocabulary instruction. We will monitor this strategy by FAST growth data. Our evidence of success will be 60% of students in K-1 making typical or aggressive growth from Fall 2025 to Spring 2026 as measured on the FAST early Reading Composite test and 60% of students in 2-5 making typical or aggressive growth from Fall 2025 to Spring 2026 as	● THEME A: Academic Achievement	● All racial and economic achievement gaps between students are closed. ● Prepare students to be lifelong learners.

	measured on FAST aReading.		
Math	Neill Elementary will focus on eliciting evidence of student thinking through math talks to assess progress toward mathematical understanding and building procedural fluency from conceptual understanding to build strong math fact fluency. We will monitor this by FAST screeners. Our evidence of success will be 60% of students in K-1 making typical or aggressive growth from Fall 2025 to Spring 2026 as measured on the FAST early Math Composite test and 60% of students in 2-5 making typical or aggressive growth from Fall 2025 to Spring 2026 as measured on FAST aMath.	THEME A: Academic Achievement	- All racial and economic achievement gaps between students are closed. - Prepare students to be lifelong learners.
Science	Neill Elementary will focus on asking questions and defining problems, and planning and carrying out investigations through hands-on group learning. We will monitor this strategy through the completion of Mystery Science lessons and data. Our evidence of success will be increasing student proficiency levels to 80% or higher on the Mystery Science Unit Performance Tasks.	THEME A: Academic Achievement	- All racial and economic achievement gaps between students are closed. - Prepare students to be lifelong learners.

School Climate	Neill staff will focus on implementing the Catalyst 12 foundational Skills in their classrooms. We will monitor this strategy by tracking fidelity and certifications, as well as coaching data. Our evidence of success will be a decrease in the amount of support calls for students from learning spaces by 10%.	• THEME B: Student Engagement and Wellness • THEME D: Staff Investment and Impact	• Prepare students to be lifelong learners.
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Action Plan Details – Goal: Literacy	
Evidence-Based Practice #1	Explicit instruction in foundational skills
Strategy	Direct instruction of articulation and decoding skills (B2R)
Progress Monitoring Plan	Bi-monthly grade level Data Collection, walkthrough, B2R coaching form
Evidence of success	Students in K-3 will grow in their knowledge of articulation and decoding as observed on FASTBridge Early Reading (K-1) and FASTBridge CBMs (2-3)
Resources Needed	Instructional differentiated resources, Functional Phonics and Morphology, Bridge to Read, Wit & Wisdom
Professional Development Needs	Ongoing professional development with B2R and coaching, Functional Phonics and Morphology (qtr. 2)
Timeline	September 2025 - June 2026
Person/Team Responsible	ILT- Reading Leadership Team
Evidence-Based Practice #2	Explicit vocabulary instruction focusing on pronunciation and meaning
Strategy	Visual representation of Vocabulary using multiple languages - Deep Dive Vocabulary Lessons in Wit & Wisdom
Progress Monitoring Plan	Walk through and Literacy Leadership Team notes - reporting K-5
Evidence of success	Students (2-5) will increase their FAST scores - aReading

Resources Needed	Multi Lingual Learner Resource from Wit & Wisdom
Professional Development Needs	Ongoing Wit & Wisdom implementation professional development
Timeline	September 2025 - June 2026
Person/Team Responsible	ILT - Reading Leadership Team
How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	Use of culturally relevant stories, relevant strategies (multi sensory approaches - oral storytelling traditions, dramatizations, drawings) to share knowledge and retelling of stories. Encourage the use of new vocabulary in conversation and writing.

Action Plan Details – Goal: Math

Evidence-Based Practice #1	Elicit and use evidence of student thinking.
Strategy	Math Talks
Progress Monitoring Plan	Walkthroughs and data shared during leadership teams (link doc)
Evidence of success	Student growth within FAST earlyMath and aMath, exit ticket, formative/summative assessments
Resources Needed	Reveal Math - number routine and Be Curious at the start of each lesson. IXL Differentiated materials, exit tickets/mastery checks, manipulatives, Check What You Know (Reveal)
Professional Development Needs	How to group students - exit tickets (how to utilize the data) - data analysis to inform instruction/create groups
Timeline	Sept. 2025 - June 2026
Person/Team Responsible	ILT - Math Leadership Team
Evidence-Based Practice #2	Build procedural fluency from conceptual understanding.
Strategy	Math Fact Fluency
Progress Monitoring Plan	Walkthroughs and sharing of data at Math leadership meetings (link doc)
Evidence of success	Student growth with FAST progress monitoring - fluency based time tests
Resources Needed	99 Math (1-5), Rocket Math, fluency math card games, IXL
Professional Development Needs	Time to learn how to utilize the resources

Timeline	Sept 2025 - June 2026
Person/Team Responsible	ILT - Math Leadership Team
How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	Incorporating Native American culture within real world situations (including Native American patterns and nature), visual and tactile experiences (beads, stones, or visual aids), modeling and visual strategies. Math Talks encourage students to talk through their thinking, explain reasoning, and listen to peers like traditional storytelling and oral American Indian traditions. Also incorporate collaborative and group learning (oral storytelling and shared learning).

Action Plan Details – Goal: Science

Evidence-Based Practice #1	Asking questions and defining problems.
Strategy	Quality instruction, followed by hands-on lessons and group problem solving.
Progress Monitoring Plan	Monitoring Mystery Science lessons that are taught.
Evidence of success	Student engagement in the lessons and ability to apply questioning skills.
Resources Needed	Supplies for Mystery Science and time to teach it.
Professional Development Needs	Review of Next Gen Science Standards and how Mystery Science meets them.
Timeline	Throughout the 2025-26 School Year
Person/Team Responsible	ILT
How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	Incorporating Native American culture within real world problem solving (including Native American oral stories, importance of nature and its resources), visual and tactile experiences, modeling and visual strategies. Highlight the cultural focus of the importance and unique understanding of ecosystems, weather, agriculture, and medicine. Incorporating collaborative and group learning (oral storytelling and shared learning).

Action Plan Details – Goal: School Climate

Evidence-Based Practice #1	Catalyst Foundational Skills
Strategy	12 Foundational Skills Cafe/Recess Implementation strategies and certification Staff will implement classroom management skills that are proven to decrease student dysregulation and increase students' connections to adults. EAs will implement Cafe/Recess strategies that support student regulation and optimize function and flow of spaces.
Progress Monitoring Plan	Coaching Documents (sign up) Number of certified teachers - increase from 5 in 2024-25 school year Data collection through observations
Evidence of success	Decreased support calls from classrooms per our call log, increase student engagement, Catalyst Certifications
Resources Needed	Catalyst resources/manual and internal and external coaching
Professional Development Needs	Catalyst ongoing training Catalyst 12 Foundational skills training for all new staff
Timeline	Sept. 2025 - June 2026
Person/Team Responsible	ILT - Catalyst leadership team
Evidence-Based Practice #2	SEL programs that provide structured, step-by-step lessons help students develop specific skills such as emotional regulation, goal setting, and problem-solving.
Strategy	Second Step
Progress Monitoring Plan	Lesson completion
Evidence of success	Decrease support calls for students
Resources Needed	Second Step digital resources
Professional Development Needs	Pacing calendar for Second Step Teacher resource for implementation of lessons for new staff
Timeline	Sept. 2025 - June 2026
Person/Team Responsible	ILT

How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	Fostering a welcoming and inclusive environment with consistent and predictable procedures and expectations. Fostering respectful interactions, shared responsibility, and community care throughout the school. Visibly celebrate Native cultures and create space for cultural expression. Offering calm and reflective spaces (calming corners), emphasizing group harmony, respect, and relationships.
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Family Engagement Plan (Describe how families engage in school improvement efforts and student achievement. Include timeline/calendar)
Link your Family Engagement Plan here. Neill Family Engagement Plan
Specific Engagement Plan for <i>American Indian Families & Communities</i> District Events (9/30 Orange Shirt Day, 10/13 Indigenous Peoples Day, 11/21 Round Dance, 05/09 District Powwow) and other culture nights, language tables and craft classes, will be shared via multiple avenues: Promote district events in Weekly Newsletter to families and send a hard copy of the event to specific students. Also posted on Facebook.