

Wilson Focus School Improvement Plan



Problem Statement:

Our data shows that 58% of our students did not meet their 2024-2025 Spring ELA MAP Growth Goal.

Root Causes:

Low growth root causes are the lack of student engagement, low levels of stamina when assigned rigorous tasks, and instruction which inconsistently highlights the real-world relevance of learning objectives.

Goal 1: By May 2026, 3-6 students achieving on-track or advanced on NSCAS ELA will increase from 71% to 78%.

Strategy: What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?	Professional Development: What will you teach to support effective strategy implementation? Budget Planning
Tier I 3-6 Construct Arguments using Complex Text	<ul style="list-style-type: none"> Provide professional development on high quality tasks and task analysis to ensure students are given rigorous learning opportunities with differentiation and scaffolds as needed. Provide professional development on Talk Read Talk Write/ RACES in all content areas. Utilize MAP and NSCAS to identify student needs and plan for small group instruction. Use Planning + Practice and Student Work Protocols Create a data tracker for student work samples. 	Leadership Team <ul style="list-style-type: none"> Facilitates Protocols during Grade Level Meetings with Administration Teachers <ul style="list-style-type: none"> 3-6 Teachers are using high quality tasks to reach all students. Small groups are implemented, and lessons are aligned. GLMs are centered around data and/or Planning + Practice and Student Work Protocols. Teachers bring data trackers and/or student work samples to every GLMs analyze and plan for next steps 	Monthly: <ul style="list-style-type: none"> Coaching Data Tracker Look-For Checklist Qualitative and Quantitative Data Module Assessment Data Student Work Analysis at GLMs Quarterly MAP: <ul style="list-style-type: none"> Fall, Winter, Spring Data 	<ul style="list-style-type: none"> Identifying and utilizing complex text in HQIMs. Leadership Team Book Study: "Visible Learning for Literacy" by Douglas Fisher, Nancy Fry, John Hattie.
Tier II Boost Students Students performing near the on-track proficiency	<ul style="list-style-type: none"> Analyze 24-25 NSCAS data to identify students whose achievement approached or slightly surpassed on-track. 	Leadership Team <ul style="list-style-type: none"> Analyze 24-25 NSCAS Results Build Master Schedule Schedule Intervention Time 	Weekly: <ul style="list-style-type: none"> Acadience Progress Monitoring Lexia Amira 	<ul style="list-style-type: none"> SAT Process & Acadience Progress Monitoring Tier II Reading Interventions (Foundational Skills and Word

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<p>threshold as measured by NSCAS—whether below or above—will receive Tier II small group support to address specific skill gaps and promote continued growth.</p>	<ul style="list-style-type: none">• Develop a master schedule that strategically maximizes instructional time and available resources to strengthen and expand small group instruction.• Create a Look-Fors document to establish clear expectations and ensure Intervention strategies are implemented with fidelity.	<ul style="list-style-type: none">• Assign specialists/support staff to support with small groups• Provide Professional Developments on district approved interventions and progress monitoring• Collect Data• Provide Coaching• Publish Weekly Student Usage Rates <p>Teachers</p> <ul style="list-style-type: none">• Benchmark students whose achievement approached or slightly surpassed on-track.• Provide weekly Progress Monitor Data for each student receiving an intervention.• Deliver the Intervention with fidelity.• Create meaningful tasks for other students who are not meeting in a small group with a teacher.• Post, Incorporate, and Reference Learning Goals within all small groups and whole group instruction.	<p>Bi-Weekly (during GLMs):</p> <ul style="list-style-type: none">• Analyze Formative Student Work <p>Monthly:</p> <ul style="list-style-type: none">• Analyze Summative Module Assessment <p>Quarterly MAP</p> <ul style="list-style-type: none">• Fall• Winter• Spring <p>NSCAS</p> <ul style="list-style-type: none">• Spring	<p>Study Studio, Repeated Reading, and Phonics Mastery Guide)</p> <ul style="list-style-type: none">• Learning Goals• Scaffolding Instruction for below and above level students• Engagement Strategies• TDAs
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Problem Statement: At Wilson Focus, 15.57% of our students were chronically absent during the 2024-2025 school year.

Root Causes:

- 1. **Mental Health Challenges**
Students may struggle with anxiety, depression, or unresolved trauma, making it difficult to attend school consistently.
- 2. **Housing Instability and Poverty**
Families facing economic hardship often experience disruptions that impact school attendance, including limited access to transportation, food insecurity, and shifting living arrangements.
- 3. **Frequent Relocation**
Students who move often—especially without notifying the school—may miss instructional time during transitions and struggle to re-engage.
- 4. **Homelessness or Temporary Housing**
Unstable housing conditions can prevent families from establishing consistent routines and make daily attendance at a bus hub logistically difficult.
- 5. **Lack of Basic Necessities**
Students may be reluctant to attend school without clean clothing, access to hygiene products, or food, especially if they fear judgment or embarrassment.
- 6. **Family Attitudes Toward Attendance**
Some families may not prioritize daily attendance due to past negative experiences with schools or may keep children home for minor illnesses, holidays, or personal reasons.
- 7. **Minimization of Absence Impact**
Students and families may underestimate how even a few absences can significantly affect academic progress, leading to a more relaxed approach toward attendance.
- 8. **Academic Avoidance and Fixed Mindsets**
Students who are behind academically may avoid school due to fear of failure, embarrassment, or frustration with challenging material.

Goal 2: By June 2026, chronic absenteeism (students missing more than 10% of school) will improve from 15.57% to 14%.

<u>Strategy:</u>	Actions:	Success Criteria:	<u>Progress/Outcomes</u>	Professional Development:
What will we focus on to achieve our goal-our commitments?	To do list: things we need to do to implement our strategies (Lead with a verb)	What are we expecting to see and hear from the leadership team and teachers?	What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?	What will you teach to support effective strategy implementation?

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Targeted Interventions	<ul style="list-style-type: none">• Identify students from the 2024-2025 school year who were chronically absent.• Create a schedule and proactive intervention to encourage students to come to school with those students from the 2024-2025 school year and throughout the 2025-2026 school year.• Train teachers and families on the importance of attendance.• Post attendance blurbs on each class Seesaw and monthly messages to Wilson families.	<ul style="list-style-type: none">• Growth in students on the list attending school more often.• Attendance interventions being utilized by all staff.• Teachers discuss attendance with students and families, especially during dismissals, outside events, and conferences.• Open dialogue between school and home on Seesaw about attendance.	<p>Weekly:</p> <ul style="list-style-type: none">• Attendance Meetings to track and monitor students' attendance and response to the intervention(s).• Notify families for students with chronic absenteeism or on track to become chronically absent.• Announce the Weekly Attendance Winner (class with the highest attendance percentage). <p>Monthly:</p> <ul style="list-style-type: none">• Celebration to recognize students who missed one or fewer days each month.• Students earn an electronic sticker for their "Backpack" on the iPad. <p>Bi-Monthly:</p> <ul style="list-style-type: none">• Attendance Celebrations at Victory Lap Assemblies. <p>Quarterly:</p> <ul style="list-style-type: none">• Develop Family Attendance Report and distribute digitally and provide a paper copy with Report Cards.	<ul style="list-style-type: none">• Professional Learning Plan• Attendance Interventions Training
Building Relationships	<ul style="list-style-type: none">• Build relationships between students and staff (using the 4 positives to 1 corrective ratio).• Create consistent language around attendance.• Create attendance goals with students to self-monitor their daily attendance.	<ul style="list-style-type: none">• Students receiving attendance intervention attend school more often.• Staff use consistent, positive language and being intentionally inviting.• Teachers talk with students about their attendance goals.	<ul style="list-style-type: none">• During coaching, tack and monitor corrective ration (4:1) in the classrooms.• Use of "Mood Meter" during Morning Meetings to track and monitor students' emotions, especially about coming to school.	<ul style="list-style-type: none">• Common Language Training• Goal Sheet Training on Classkick (A. Nielsen)