

# Title I Schoolwide Plan 2018-2019

## RED CREEK ELEMENTARY



**School District of Black River Falls**

**Black River Falls, WI 54615**

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*Assistant Principal: James Zawacki*

*District Contact: Patty Harelson, Title I Coordinator*

## Our Vision

In the School District of Black River Falls, we create an individualized path to future success for every student through the consistent practices of dedicated educators and meaningful partnerships with families and our community.

## Our Values

We are dedicated to the success of our students and take pride in our accomplishments.

We continue to build trusting relationships by celebrating diversity and ensuring fairness, respect and safety.

We partner with families, students, the community and each other to provide strong, positive outcomes for students.

We are committed to excellence in teaching and learning as the foundation of our continuous improvement.

### **Student Success**

All students will increase their achievement and attain annual personal growth goals in order to reach their highest potential.

### **Our People**

We have a reputation of excellence that helps attract and retain highly qualified staff. We value and appreciate employees who apply their skills and experience to meeting our high expectations and fulfilling our district's vision.

### **Community Engagement**

Parents, students and the community are effectively engaged in the educational process and feel connected and proud to be part of the School District of Black River Falls.

### **Finance & Facilities**

We ensure efficient, innovative, and effective use of District resources to promote collaboration and inspire excellence in teaching and learning.

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## Title I Planning Calendar

<b>August</b>	<b>Open House</b>
<b>Fall</b>	<b>Parent Teacher Conferences</b>
<b>February</b>	<b>Needs Assessment Survey to Parents</b>
<b>Mid-Year</b>	<b>Parent Teacher Conferences</b>
<b>Spring</b>	<b>Data Retreat - Schoolwide Plan Review/Refinement</b>
<b>August</b>	<b>Sharing of Schoolwide Plan with full staff</b>

## Continuous School Improvement Team Members

### **School Staff:**

All staff are invited to the building leadership team meetings that are held on a monthly basis.

## Section 1: Comprehensive Needs Assessment Overview:

### Surveys:

Surveys are done in February for parents, March for students, and April for staff. Results are used to determine the direction of the School Improvement Plan/School Wide Plan.

### Data Sources and Assessments:

- BAS (Benchmark Assessment System by Fountas and Pinnell) - Grades K-5
- Running Records - Grades K-5
- Observation Survey - Grade 1 Reading Recovery
- STAR - Math grades K-8 and Reading grades K-8
- Wisconsin Forward Exam – Grades 3-8 Reading and Math, Grades 4 and 8 Science and Social Studies.

### Student Data and Analysis:

A school data retreat is held each Spring to review building assessment data. Based on the data review each building develops goals and objectives for the next school year. These goals are connected to the district strategic plan goals.

As part of the PLC (Professional Learning Communities) model on going data analysis takes place daily within the classrooms and at weekly grade level collaborations. This analysis helps teachers to inform instruction.

## Section 2: Schoolwide Reform Strategies:

### Four School Improvement SMART Goals:

#### Goal

80% of the students scoring in the "Blue On Watch" range will increase their Grade Equivalent Score by 1.5 years as measured by the STAR Reading assessments in grades 2 - 5 from the Spring of 2018 to the Spring of 2019.

#### Action Steps

Grade Level PLCs will continue work on using protocols to review pacing, review common summative assessment data to monitor guarantees, and determine Target Time groups.

Develop common formative assessments.

PLCs will use common formative assessment data at least monthly to adjust core and Tier 2 instruction to meet the needs of students. (Running Records, Formative Assessments)

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Support Literacy Core Instruction through continued professional development with PLCs during Professional Development Time and Encore time.

Filter events and activities to keep instructional time sacred. Action Plan Team will look at the 17-18 calendar of events and decide what to keep doing, what to stop doing or what to schedule in a different month. The group could consider doing some things on an every-other year basis, doing some things with certain grade levels instead of the whole school, move things to Family Nights, etc.

Support Literacy Core Instruction through continued professional development with PLCs during Professional Development Time and Encore time.

Training on phonics and word study for grades k-2, and guided reading/book clubs in grades 3-5. Ensure Unit Plans are being developed in collaboration with Vicki (Scaffolding lessons, formative assessments, etc)

Develop strategies and resources to combat summer loss in ELA.

Develop a system for Interventionists and staff collaborate on the progress of students in interventions (reviewing reports, looking at progress)

#### Goal

80% of the students scoring in the "Blue On Watch" range will increase their Grade Equivalent Score by 1.5 years as measured by the STAR Math assessments in grades 2 - 5 from the Spring of 2018 to the Spring of 2019.

#### Action Steps

Growth mindset teaching

Review our math program via edreports.org

Through data analysis, identify specific strands that are causing the most challenges for our students; give teacher support on how to best teach these areas

On PD days: vertical articulations conversations; math grant members teach other teachers; learning progressions; math tasks, number talks

PLCs will use common formative assessment data at least monthly to adjust core and Tier 2 instruction to meet the needs of students. (Quizzes, Formative Assessments)

Grade Level PLCs will continue work on using protocols to review pacing, review common summative assessment data to monitor guarantees, and determine Target Time groups.

Support Math Core Instruction through continued professional development with PLCs during Professional Development Time and Encore time.

#### Goal

Students will show at least a 5% growth in their feeling of Pride toward their school, peers, and community. As measured

by our Tiger Pride survey given twice over the course of the school year.

### Action Steps

Tiger PRIDE groups (multi-age groups) during Morning Meeting time at least once per month. Students will remain with the same PRIDE groups during their Red Creek career.

Staff member will create positive relationships with their PRIDE groups.

Classroom teachers create positive relationships with their own classrooms.

Character Trait focus per month

We will do one school-wide service project during the second semester. Each PRIDE group will have a different role. (like signing up for a potluck)

Teachers will be added to the playground duties in order to help build relationships with their students.

### **Goal**

Provide clarity in developmental expectations both socially and academically to families

### Action Steps

Sharing Grade Level Expectations through a flyer at the beginning of the year (Curricular Guarantees, Academic Behaviors)

Blank Report Card home at the beginning of the year



## Section 3: Highly Qualified Staff

### Teachers:

All elementary teachers in the School District of Black River Falls are highly qualified per ESEA (NCLB) guidance. All elementary teachers participate in relevant staff development that is aligned to both the District Strategic Plan and School Improvement Plans. Other staff development opportunities may be approved on an individual basis by building supervisors. Students needs are taken into consideration when staff are placed in positions.

### Red Creek Elementary Staff

<b>Teacher</b>	<b>Assignment</b>
(vacancy)	Principal
Laura Simonson	Assistant Principal
Maddie Vinzant	School Counselor
Ken Manning	School Counselor
Katie Brew	Title I Interventionist
(vacancy)	Title I Interventionist
Vicki Kramer	Literacy Coach
Kristin Breining	Grade 2
Jon Cook	Grade 2
Connie Jessie	Grade 2
Mariah Seyer	Grade 2
Candis Spindler	Grade 2
Emily Stewart	Grade 2
Janelle Tande	Grade 2
Allison Boerger	Grade 3
Jen Bolger	Grade 3
Angie Dutton	Grade 3

Jessica Falkner	Grade 3
Jessica Partlow	Grade 3
Erin Porter	Grade 3
Mary Repka	Grade 3
Mary Danielson	Grade 4
Kathryn Bishop	Grade 4
Paul Anciaux	Grade 4
Dan Nortman	Grade 4
Heather Bluedorn	Grade 4
Karen Craig	Grade 5
Amy Tiedt	Grade 5
Christy Roush	Grade 5
Josh Pierce	Grade 5
Arielle Hall	Grade 5
Carrie Christie	SPED
Leah Haines	SPED
Jenny Massart	SPED
Pam Olson	SPED
Melissa Scharf	SPED
Scott Tubbs	SPED
Andy Osegard	Physical Education

**District Staff that travel between buildings:**

<b>Teacher</b>	<b>Assignment</b>
Jennifer Dahl	Art
Stephanie Cowles	Music

Jody Gawron	Music
John Thurow	Physical Education
Nick Yanske	Adaptive Physical Education
Stephanie Herman	Speech and Language Pathologist
Kayla Goettl	Speech and Language Pathologist
Megan Finch	Keyboarding
Heidi Vanden Herik	OT/PT

**Para-Professionals:**

All para-professionals are highly-qualified per ESEA (NCLB) guidance. They have either 60 or more credits of college course work, or they have completed and passed a paraprofessional training course/test. Many of the staff development opportunities teachers receive are also offered to the para-professionals. Occasionally the same trainings are not appropriate, but classroom teachers or other qualified staff may provide staff development relevant to the paras at alternate times. This is at the discretion of the building principal or classroom supervisors.

<b>Paraprofessional</b>	<b>Assignment</b>
Sue Aleckson	Resource Aide
Doris Emerson	Resource Aide
Sam Ewoldt	Resource Aide
Deb Gilbertson	Resource Aide
Tammy Gunderson	Resource Aide
Jane Hodge	Resource Aide
Genell Johnson	Resource Aide
Ron Laudon	Resource Aide
Amy Murray	Resource Aide
Katie Potter	Resource Aide

Kim Ransom	Resource Aide
Paige Shaw	Resource Aide
Lulu Taylor	Resource Aide
Maria McNeely	LMC Aide
Rhonda Shoemaker	LMC Aide
Sue Millis	Secretary
Jennifer McKevitt	Secretary
Kathy Murray	Teacher Assistant
Tyler Ammann	Teacher Assistant

## Section 4: Professional Development

### **Mentoring Program (Certified and Classified Staff):**

The purpose of the new staff training is to set the tone and provide a positive orientation to the building and district. It is beneficial in retention of quality staff members. The School District of Black River Falls has a mentor program designed to assist new teachers in transitioning into their position.

All new staff members are assigned a mentor. (The mentor must have 3 years of teaching experience or more.)

Monthly Support Seminars are planned throughout the school year to bring all new teachers together. Topics are determined in the fall. Mentors are typically assigned within the building. Possible topics include:

- Classroom management and discipline
- Time management
- Workload management
- Technology (District and building) plan
- Assessment and Accountability
- Socio-economic, gender and cultural awareness in the district
- Enhancing student motivation
- Working with parents
- Lesson planning

A component of this mentoring program is a tour and visit with the Ho-Chunk Nation.

### **Professional Development Schedule:**

The School District of Black River Falls has adopted the Literacy Collaborative Framework for teaching Literacy in grades 4K-8. New teachers receive initial training and current teachers receive ongoing training. An additional resource is the School-wide program.

The true strength of the Literacy Collaborative program is the ongoing support by the Literacy Coach that is embedded into the teacher day. This coaching is extremely targeted to the individual needs of that specific teacher and his/her students.

Intervention staff also have ongoing training for Reading Recovery, LLI (Leveled Literacy Intervention), and other Tier 3 intervention programs. The Reading Recovery Teachers meet with their Teacher Leader once a month during the school year. More time can be provided by the Teacher Leader on an as needed basis.

In addition to the Literacy Collaborative professional development and ongoing coaching, there are additional initiatives within the district and buildings.

## Section 5: Strategies to Recruit Highly Qualified Staff

The district supports quality staff development and believes it to be integral to a successful educational environment. Professional development training priorities are focused on areas of need determined by the Continuous Improvement Building Profile, and Federal ESSA requirements.

It is our goal to provide high-quality, ongoing professional development so we can retain and attract highly qualified teachers in the core academic subject areas in order enable all children to meet district and state's academic achievement standards. Teachers that remain employed for five years may qualify for the teacher forgiveness loan program. Job postings are listed on the WECAN employment website and easily accessible.

## Section 6: Parent/Community Involvement

We want and will encourage our parents to become more involved at school. There are numerous ways parent can be involved. This includes volunteering in the classrooms, helping at the book fair, participating on committees when appropriate, helping at various school events, and chaperoning field trips.

All the documents below in addition to this documents are available at [www.brf.org](http://www.brf.org) under Red Creek Elementary.

### **School Parent Compacts:**

The School-Parent Compact represents a partnership that reflects shared responsibility for improving student achievement. Parent involvement in student learning – both at home and school – continues to emerge as key to students' success in school. Compacts are given to families at beginning of the school year at open houses and/or parent teacher conferences. The compacts provide a tool that parents and teachers can use to communicate. (See Appendix A).

### **Instructional Guidebook:**

An Instructional Guidebook has been developed by the Continuous School Improvement team that will provide new teachers and parents with information on curriculum, educational best practices and programs in our schools. (See Appendix D).

### **Parent Handbook:**

A parent handbook is distributed to all students. The handbook is revised yearly and approved by the School Board. It contains the practices and general information of the school. It is accessible online.

## **Volunteer Handbook:**

We love volunteers at Red Creek Elementary. This handbook contains the expectations and practices for incoming volunteers.

### **Section 7: Transition**

#### **(Preschool children to the public schools.)**

The School District of Black River Falls is composed of 5 sites:

Forrest Street Early Learning Center - Grades EC/PK-1

Red Creek Elementary - Grades 2-5

Middle School - Grades 6-8

High School - Grades 9-12

The elementary buildings are eligible for Title I services, each building is a Schoolwide Title I Building. Forrest Street Early Learning Center houses the district Early Childhood program.

At Red Creek are several activities take place to help the children transition into middle school. A Middle School orientation meeting is held each spring for parents. In addition, there is a Middle School transition day where 5<sup>th</sup> grade students tour the Middle School and meet the sixth grade teachers. Individuals are offered tours based on need.

## Section 8: Teacher Participation in Assessment Decisions

### BRF Assessment Inventory

Assessment	Type of Assessment	Grade Level/Content Area	Date(s) Given	Purpose	Use of Results	Audience
BAS (Benchmark Assessment System)	Formative Assessment	Pk-5 (2012-2013); Pk-6 (2013-2014)	Sept., Feb.	Common assessment in Rdg.--used to identify rdg levels and provide info for instruction	Information used for instruction and to identify rdg levels	Teachers, Principals, SPED teachers
Running Records (as part of guided reading)	Formative Assessment	K-5	On-going (every student, every other week)	Determine Instruction needs of student	Use to inform instruction; log results	Teachers
Observation Survey	Formative Assessment	Reading Recovery Teachers	Sept., Feb., May	Identify RR students	Diagnostic for RR teachers	RR, 1st Grade Teachers
Content area specific assessments	Formative Assessment	All	Throughout the school year	To determine acquisition of course content.	To re-teacher content, adjust instruction, and quantify learning	Teachers
Wisconsin Forward Exam	Summative Assessment	3 <sup>rd</sup> -8 <sup>th</sup> grade Math and Reading 4th and 8th in Science and Social Studies	March-April	Required State Test	To meet the requirements of the state testing requirements. Reported on School Report Cards.	Teachers, Advisors, counselors
STAR Reading STAR Math	Universal Screener	K-8 Reading, K-8 Math	Fall, Mid-Year, Spring (Buildings can choose to do quarterly if they want.)	To get a quick measure of student achievement. Screen to determine which students need intervention/acceleration.		
Aimsweb	Progress Monitoring	All grade levels and content areas	As needed to monitor progress within an intervention	Monitoring progress for students placed in an intervention.	To determine if the intervention is effective and if a change of placement is necessary.	Teachers, Interventionists

Professional Learning Communities (PLC) are in place in the school district. Teachers meet weekly as grade levels to discuss student data, determine interventions necessary for those not making progress, to re-evaluate groupings as students make progress towards grade level achievement, discuss and plan curriculum and share teaching strategies. Teachers also meet weekly to discuss



organizational items.

All kindergarten through grade 5 teachers, including Special Education, Reading Recovery and LLI teachers are trained to use the Benchmark Assessment System (BAS). Each year training is repeated for new teachers and can be used as a review those previously trained. There is ongoing training taking place to help to understand how to use the results of BAS to make instructional decisions for their students.

STAR Testing is in place.

Teachers have also been trained (and continue with training) on implementation of Response to Intervention (RTI), which is the practice of identifying the needs of struggling students and providing them focused instruction they need through varying levels of assistance. Once these students have been identified, the goal is to provide an intervention, such as differentiated reading in the classroom, small group instruction within the classroom or special services. It is a three Tier model which includes:

- Tier I - The core curriculum presented in differentiated small group instruction (Guided Reading groups)
- Tier II - For students who do not make adequate progress in Tier I, more intensive services and targeted interventions are provided in addition to the core curriculum, with progress monitoring
- Tier III - For students who do not adequately respond to the targeted interventions in Tier II, eligibility for special education services may be considered. Tier III students would receive individualized, intensive interventions targeted to skill deficits.

This will strengthen the program by creating a systematic process for instruction and intervention. Students will be able to be worked with on a more timely basis and the intent would be that early intervention will prevent long term academic failure.

## Section 9: Strategies to Address Areas of Need

Interventions for students who experience difficulty in attaining growth target areas or are scoring under a proficient level:

### **Leveled Literacy Intervention (LLI) - Grades K-5**

Leveled Literacy Intervention, or LLI, is a small group, supplementary intervention designed for children who find reading and writing difficult. LLI serves those children that don't qualify for one-on-one intervention but are still struggling. The lessons support both reading and writing development and help children expand their knowledge of words and how they work. For LLI systems Orange, Green and Blue students selected for LLI meet with the teacher in groups of group of three for thirty minutes five days a week. In LLI Systems Red and Gold the children meet in groups of four for forty-five minutes five days a week.

### **Focus Math - Grades 2-5**

Focus Math is a small group, supplementary intervention designed for children that have not responded to previous interventions in math as well as universal instruction. The face-to-face component is designed to engage students in learning and identify specific needs that can be reinforced in different settings. The intervention meets 3-5 times per week for 45 minutes.

### **Lexia/Core5 - Grades K-5**

Helps students master foundational reading skills. Lexia Reading Core 5 provides students immediate corrective feedback, multiple levels of scaffolding, and explicit instruction both online and through direct instruction with the teacher.

Students work independently to develop reading skills in a structured, sequential manner with a focus on:

- Foundational skills (phonological awareness and phonics) to develop automaticity and fluency
- Listening and reading comprehension with complex text
- Academic and domain-specific vocabulary to improve comprehension

### **Academy of Math - Grades 2-12**

Academy of Math is an intensive, online intervention program for students struggling with math. It builds on foundational skills breaking complex math tasks into manageable pieces. Students learn using a structured and sequential approach, as they acquire skills one by one. These skills will help them tackle the increasingly challenging content they will encounter in school and on assessments.

- Operations and Algebraic Thinking develops number sense in a way that fosters algebraic thinking.
- Number and Operations in Base Ten uses place value to develop computational strategies in addition, subtraction, multiplication, and division.
- Number and Operations - Fractions expands students' computational strategies to include fractions and decimals.
- Measurement and Data reinforces students' number and operations skills while they learn to

work with measurement units for attributes such as length, area, volume, capacity, weight/mass, angles, time, temperature and money.

- Geometry develops a strong foundation in geometric concepts moving from simple to complex.

### **Academy of Reading - Grades 3-5**

Academy of READING® is an intensive, online intervention program for struggling readers. This dynamic program instructs students in the five critical areas of reading – Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. Ongoing assessment and progress monitoring provide robust data to inform instruction and show students' reading progress.

### **Classroom Guided Reading Groups - Grades K-5**

Guided Reading is a highly effective form of small group instruction. Based on assessment, the teacher brings together a group of readers who are similar enough in their reading development that they can be taught together. They read independently at about the same level and can take on a new text selected by the teacher that is just a little more challenging. The teacher provides explicit teaching and support for reading increasingly challenging texts with accuracy, understanding, and fluency.

## **Section 10: Coordination of Funds (Resources)**

Various funding sources are blended to provide the best program support for all students.

### **Funding: (Not all are utilized annually and are not listed in any particular order)**

Title I - Part A  
Title II - Part A  
Title VI  
IDEA  
District funds

### **Human Resources:**

- District Certified Staff
- District Non-Certified Staff
- Parents
- Community volunteers
- PTO
- Community organizations provide food bags to needy families
- School lunch program (Free and reduced lunch program)
- Western Dairyland Head Start

All resources listed may be used to supplement Title I Schoolwide Plans and Programs at Forrest Street Early Learning Center and Red Creek Elementary.

# Title I Program

## Red Creek Elementary School

Grades 2-5

### School-Parent Compact

#### As a student I will...

- ✓ Attend school regularly and be on time.
- ✓ Work hard to do my best in school.
- ✓ Ask for help and ask questions when I don't understand something.
- ✓ Know and obey all school and class rules.
- ✓ Share at home what I am learning at school.
- ✓ Help to keep my school safe.
- ✓ Other: \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

#### As a parent/guardian I will...

- ✓ See that my child attends school regularly and is on time.
- ✓ Help my child prepare for a successful day by providing proper nutrition and requiring adequate rest each night.
- ✓ Encourage and praise my child's best efforts.
- ✓ Read with my child.
- ✓ Support the school in its efforts to maintain proper discipline.
- ✓ Provide a quiet place for school work and make sure it is completed.
- ✓ Ask my child about their school day.
- ✓ Other: \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

#### As a school staff member I will...

(Title I teacher, classroom teacher, support staff or principal)

- ✓ Provide a safe, nurturing and supportive environment.
- ✓ Have high expectations for students and myself.
- ✓ Respect the uniqueness of my students and their families.
- ✓ Provide relevant, purposeful instruction to foster independent learner and critical thinkers.
- ✓ Provide for two-way communication with parents about what children are learning in school and how families can help children at home.
- ✓ Communicate in a timely manner with parents and students regarding academic progress and behavior.
- ✓ Explain instructional goals and grading system to students and parents.
- ✓ Vary techniques, materials and pace of instruction to meet the needs of all students.
- ✓ Other: \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_