

Schoolwide Title I Program 2018-2019

Reedsville Elementary School

Mission

Helping Every Individual Learn!

Vision

We envision a school where staff, students, and the community work together to provide an appropriate educational program and learning environment which will effectively meet the educational needs of its students and help its students accomplish educational goals which are significant, durable, and transferable.

Component 1: Needs Assessment

Reedsville School District's Title I planning team consists of educators, parents, and community members. The goal of the planning team is to:

- Complete a needs assessment and utilize data sources to substantiate planning recommendations.
- Use scientifically based instructional strategies to promote success for all students.
- Evaluate the success of activities.

Demographics Overview:

Reedsville Elementary is a school that includes 4K-4th grade located in Reedsville, Wisconsin. We currently have 215 students enrolled in our school with 16.6% of the student population diagnosed with a disability and receiving supports in special education. Our poverty index currently is 25% in our elementary school. Due to this high percentage, most of our Title I services are provided in grades 4K-4. At Reedsville Elementary School we believe that all children can learn and that training our teachers is a great way to ensure we are meeting the needs of our learners.

Reedsville Elementary School's Schoolwide Plan addresses the 10 components listed below. It will be distributed to parents, teachers, and community representatives and will be available for public view.

Comprehensive Needs Assessment:

Reedsville School District conducted a Comprehensive Needs Assessment using the following tools: Wisedata, STAR test results, and the Wisconsin State Assessment Data. The team analyzed data and reviewed data trends. Reading and math were identified to be an area of weakness for subgroup populations.

Findings and target areas:

There are two main subgroups at Reedsville Elementary School; special education students who represent 16.6% of the school population and economically disadvantaged students who represent 25% of the student population. Due to the way the school report cards are calculated by the state of Wisconsin it is important to track proficiency scores across these two different subgroups from year to year to determine if gaps are indeed closing.

**Reading Data and Subgroup Comparison
Wisconsin State Assessments
(Percentage of students proficient or advanced)**

Group	2015-2016	2016-2017	2017-2018
All Students	63.1%	51.2%	45.8%
Students with Disabilities	62.5%	N/A	N/A
Economically Disadvantaged	58.8%	34.4%	N/A

**Math Data and Subgroup Comparison
Wisconsin State Assessments
(Percentage of students proficient or advanced)**

Group	2015-2016	2016-2017	2017-2018
All Students	55.8%	43.9%	45.9%
Students with Disabilities	43.8%	N/A	N/A
Economically Disadvantaged	38.2%	41.3%	24.5%

****N/A= < 20 students tested- insufficient data available.**

**PALS Early Literacy Comparison
(Percentage of students identified)**

Subgroup	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Pre-K	N/A	N/A	N/A	N/A	N/A	N/A
Kindergarten	6%	24%	3%	15%	10%	30%
First Grade	4%	15%	18%	14%	16%	18%
Second Grade	37%	33%	22%	29%	23%	21%

The following reform strategies outline how we will improve these areas to better meet the needs of our students, with additional effort focused on sub-group populations.

The team analyzed the following data sources to inform reform strategy:

- State Report Card (2017-2018)
- WISE-Dash
- STAR Reading and Math data
- State Assessment Results from 2015-2018

Component 2: Schoolwide Reform Strategies

Reform strategies are designed to improve instruction throughout the school so all children can meet the state's proficient and advanced levels of standards. These strategies include the following components:

- Strengthening core academic programs.
- Increase the amount and quality of learning time.
- Create a focus on improved student performance through school leadership teams in the areas of ELA, math, science, and social studies.
- Specific strategies to meet the needs of those at-risk or not meeting academic performance standards.

Strengthening Core Academic Programs

Reedsville Elementary School has implemented the Houghton-Mifflin Journeys series, which aligns with the Core ELA standards. Reedsville Elementary School is in its sixth year with this curriculum and has continued to expand the incorporation of the at-risk and EL components of the Journeys curriculum. The curriculum uses a workshop model to deliver content. The components of the literacy program are:

- Reading
 - Read Aloud
 - Shared Reading
 - Sight Word Recognition
 - Phonetic Awareness
 - Independent Reading
 - Partner Reading
- Writing
 - Modeled Writing
 - Writing Aloud
 - Shared Writing
 - Peer Editing
 - Independent Writing

Reedsville Middle School also uses Renaissance Learning and the AR reading program to promote reading and comprehension growth.

Reedsville Elementary School implemented Math Expressions, which aligns with the Common Core Math Standards. This is our fourth year of implementing this curriculum. Math Expressions is a nationally recognized K-4 elementary math curriculum that combines aspects of traditional pedagogical approaches with the most powerful elements of standards-based instruction. The program emphasizes deeper understanding through real-world problems, modeling, and exploration in order to build ideas that make sense to students.

- Math
 - Whole Group Instruction
 - Center-Approached Teaching
 - Partnerships
 - Small Groups
 - Exploration
 - Independent Practice

Ensuring Amount and Quality of Learning Time

- Reedsville Elementary School developed a master schedule that encompasses the following features:
 - Common planning time for grade level teachers.
 - 90 minute literacy block (reading, language, and writing).
 - 90 minute math block.
 - 45 minutes of study hall or math/reading intervention.

Enriched and Accelerated Curriculum

- Math and literacy instruction is based on each child's individual level/abilities.
 - A standards-based curriculum is being used. It ensures that a high quality, inquiry-based curriculum is implemented.
 - Strengths of our Curriculum:
 - Inquiry-Based Learning
 - Differentiation
 - Adaptation of materials
 - Offers a range of reading and math materials
 - Offers a range of topics.
 - Students build knowledge and apply it to life
 - Active thinking and collaboration
 - Teachers are facilitators
 - Guiding Principles
 - Engaging environment
 - Engaging text and resources
 - Rich classroom interactions
 - Teach big ideas in mind

Implementation of School Improvement Teams

The goals of the team include the following:

- Teams represent all grade levels and support teachers.
- Teams collaborate on the necessary components of their curriculum and then share/model for the group.
- Study assessment data of school to find out where students are struggling.
- Use collective inquiry to determine what areas need to be strengthened.
- Train, coach, and support teachers as they implement the components.
- Continue to research strategies and curriculum for continuous improvement.
- Provide continual professional development in literacy and math instruction, intervention, and special education.

Component 3: Highly Qualified Staff

The Reedsville School District has a board of education policy in place to hire only "highly qualified" teachers. Title I staff have met or exceeded the state requirement for being "highly qualified." Teaching assistants also meet state requirements. Before teaching assistants begin working with students they must either hold a high school diploma and have completed two years of post-secondary education (48 credits) or an associate's degree or complete professional development in the areas of math and reading instructional support and pass the Master Teacher Assessment through CESA 7.

Component 4: Strategies to Attract Highly Qualified Teachers

Reedsville School District is committed to hiring teachers who demonstrate excellence in their teaching pedagogy and who are committed to helping students reach their personal goals. Reedsville attracts educators because of its strong district vision of "Helping every individual learn". We have a very low turnover in staff from year to year. We have an informal mentor program to help support new teachers and place a large emphasis on personal, professional development. The Reedsville School District is committed to creating partnerships with our community, and to provide a rigorous and relevant curriculum through best instructional practices that emphasize student achievement and accountability, delivered in a safe and caring environment.

Component 5: High Quality and Ongoing Professional Development

Members of the Reedsville School District attend a variety of conferences and meetings throughout the year. During the 2016-2017 school year, the teaching staff met to talk on topics such as technology integration, 504 plans, special education referrals and the process, and other educational topics. During the 2018-2019 school year, Reedsville School District brought in Joe Sanfelippo during an inservice day to provide professional learning to our staff. In addition to the PLC model, the school district promotes professional development on an individual, school, and district basis. All teachers complete a Personal Professional Goal which they review throughout the year.

Entire District

- Math, ELA, Special Education, and the Music Department have monthly professional development and collaboration days.
- Each grade level has a common prep time to collaborate during the week.
- The entire staff will attend monthly PLC meeting and in-services throughout the year. At the beginning of the year, staff will complete data analysis to help in determining what areas of concern there are for their grade level.
- Support Staff will have training throughout the year.

Grade Level or Content Area Conferences

-Math Expressions User Group-Wisconsin Mathematics Conference -CESA 7 Regional Networking Meetings -Math Proficiency for Every Student Conference -Student Achievement Partners webinars -WSMI -Geometry workshop
-Mathematical Leadership Training workshops -SLATE Conference
-WSST Science Conference -CESA 5 SLP Conference
-WSRA Conference -W Youth Band Directors Association -WI School Music Association
-National Association for Music Education Conference -State Title 1 Conference
-Federal Funding Conference -MERC Reading Council Presentations -PD at CESA - Title and Gifted -WEMTA -AWSA -Principal conference/Leadership Conference

Component 6: Family Engagement Opportunities

A Parent-Teacher-Student compact (Appendix) sets the tone as to our belief of the importance of cooperation and collaboration between school and families. We have many opportunities to engage in and celebrate students' diverse talents and abilities.

Current Opportunities

-Open House	-Parent Teacher Conferences
-Nightly Reading Logs	-Christmas or Spring Music Program
-100th Day Family Project	-Math Night
-Dr. Seuss Week	-Science Fair
-Teacher e-mails	-Classroom websites
-Postcards to Parents	-Book Fair
-Family Literacy Night	-Author's Party

-Mugs and Muffins
-Principal's Newsletter
-School website
-4K Scavenger Hunt
-Holiday Cookie Party
-Fundraisers- Hansen's

-Award's Program
-Student agendas for communication
-Amazing Race
-Child Development Days
-Friday Folders
-Grandparents Day

Future Opportunities

-Math Night
-Schoolwide Talent Show
-Public Library Awareness Night
-Books on the Bus program

-Math or ELA educational night
-Dietician: Healthy eating
-Reading with High School Athletes

Component 7: Transition Strategies

Our school recognizes that transitions are often difficult for young children and their families. New students are given tours of our building and have meetings with the administrative staff to answer questions and to help the overall transition. We hold a general "Open House" for all students grades 4K-8. Students are able to meet with their teachers, visit the classroom, and ask questions about the upcoming year. Our staff also works within individual data folders that are updated and passed from grade level to grade level. Teachers are given time throughout the school year to update and discuss specific needs/strengths of each student. The teachers know the students before they even enter the classroom.

General Transitions

- Open House
- Data folders and discussions

Pre-Kindergarten to Kindergarten

- Born-to-Read program
- Child Find/Child Development Days- fall and spring
- Parent enrichment activities
- August Parent Meeting
- Students are exposed to Kindergarten throughout the entire school year through reading activities.
- Open House

Grade 4 to Grade 5

This is our transition from Elementary School to Middle School. There are only a few activities due to the nature of our school building. Our building is a 4K-8 building and therefore our students are acclimated with the physical building.

- Open House
- Data folders and discussions
- Guidance lessons to prepare students for middle school.
- Teachers have general discussions about the schedule, opening lockers, AR expectations, and other class information.

Grade 8 to Grade 9

This is our transition from Middle School to High School. The students spend time at our high school on multiple occasions to prepare for a new building, new expectations, and a new schedule. Anxiety is eased in an intentionally slow process.

- Panther for a Day
- Summer School- Freshman Bootcamp
- Freshman Orientation Meeting
- Student/Parent Scheduling Meeting
- College and Career Readiness Skills
- Open House
- Data folders and discussions with High School teachers

Component 8: Teacher Participation in Making Assessment Decisions

We use a Balanced Assessment system to ensure student progress. The following assessments are given each year.

Literacy Assessments

Grade 5

- STAR Reading- fall/winter/spring
- Unit tests
- Spelling tests
- Vocabulary tests
- Accelerated Reader
- Wisconsin Forward Exam- spring

Grade 6

- STAR Reading- fall/winter/spring
- Unit tests
- Accelerated Reader

- Wisconsin Forward Exam- spring

Grade 7

- STAR Reading- fall/winter/spring
- Unit assessments
- Accelerated Reader
- Wisconsin Forward Exam- spring

Grade 8

- STAR Reading- fall/winter/spring
- Unit assessments
- Accelerated Reader
- Wisconsin Forward Exam- spring

Math Assessments

Grade 5

- STAR Math- fall/winter/spring
- Unit tests
- Wisconsin Forward Exam- spring

Grade 6

- STAR Math- fall/winter/spring
- Unit tests
- Wisconsin Forward Exam- spring

Grade 7

- STAR Math- fall/winter/spring
- Unit tests
- Wisconsin Forward Exam- spring

Grade 8

- STAR Math- fall/winter/spring
- Unit tests
- Wisconsin Forward Exam- spring

Component 9: Timely and Effective Assistance

Reedsville has the opportunity to establish a daily 45 minute intervention/enrichment time during the 2018-2019 school year. The purpose of the (RTI) Response to Intervention time is to provide opportunities for students to either challenge their learning or to improve skills through one to one or small group interventions.

Reedsville has the opportunity to establish a daily 30 minute intervention/enrichment time during the 2018-2019 school year. The purpose of the (RTI) Response to Intervention time is to provide opportunities for students to either challenge their learning or to improve skills through one to one or small group interventions. This intervention is the first tier beyond the core general education lesson.

If a student is struggling, as a team we utilize math and reading data from STAR assessments in addition to benchmark assessments given by the classroom teacher to determine needed interventions.

Component 10: Coordination and Integration of Federal, State, and Local Services

Funding is always a challenge for school districts. However, we combine funding sources to make the best use of available funds. Title I funds pay for two paraprofessionals. They work with students both within the classroom and in pull out groups. These funds also pay for a Title I teacher who provides Tier II and Tier III interventions within our RTI framework. Title I reservations are made to assist our homeless population. Community businesses also aid our homeless and economically disadvantaged students through the donation of school supplies to our district. Title II funds are used to support professional development activities for our staff. These activities allow our teachers to gain educational insights which will help all students reach proficient and advanced levels of achievement. Title II funds are also used to reduce class size in our elementary school to ensure that students are taught by highly qualified teachers.

State funds are used to provide our students in grades five to eight with career

and technical education. Under the direction of the guidance counselor students develop Individual Learning Plans using the Career Cruising program.

Violence prevention programs can be seen throughout our district. These programs are provided through state and local services. On the state level, our kindergarten through fourth-grade students use the Second Step Bullying Prevention Program. In fifth grade the DARE program is taught to our students by a local police officer. State funding is used in grades fifth through eighth grade to incorporate the Expect Respect Bullying Prevention Program

Family literacy is provided through local services. Donations from local businesses and retired educators enabled our district to develop the Born to Read program. When a baby is born in our district the family receives a mailing from the school containing a book, a CD about the importance of reading to your child produced by WSRA, and a family guide to reading. Then each year through age four, the child receives a book from the district on his or her birthday. With the initial mailing to the family, a survey is also included so that we can continually evaluate the effectiveness of the program.