

Tomah Area School District

Title I School-wide Plan

2022-2023

Camp Douglas & Oakdale Elementary School

Principal: Lisa Culpitt

Title I Teacher: Deb Granger

1. Comprehensive Needs Assessment of the Whole School.

(Including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the Wisconsin Academic Content Standards must occur.

- a. Assessment data: iReady Reading and Math, Aims Web, School Report Card data, etc.
- b. Poverty and demographic data
- c. Personnel data
- d. Professional development needs
- e. Parent and community survey data

a. Assessment Data

Students are assessed three times per year using PALS (kindergarten), and iReady. AimswebPLUS benchmark and progress monitoring probes are used for students in Title I Intervention groups. Students falling below benchmark targets join intervention groups to target areas of weakness. Students in grades three through five also participate in Forward Exam state testing.

i-Ready Diagnostic Growth Data (Reading) Fall 2022

	On or Above Grade Level	One Grade Level Below	Two or More Grade Levels Below
Kindergarten	43%	57%	0%
First Grade	14%	86%	5%
Second Grade	24%	35%	41%
Third Grade	29%	36%	36%
Fourth Grade	38%	38%	15%
Fifth Grade	35%	35%	30%

PALS (Phonological Awareness Literacy Screener)

Kindergarten
87%

i-Ready Diagnostic Growth Data (Math)

Fall 2022

	On or Above Grade Level	One Grade Level Below	Two or More Grade Levels Below
Kindergarten	35%	64%	0%
First Grade	5%	95%	0%
Second Grade	12%	53%	35%
Third Grade	0%	57%	43%
Fourth Grade	31%	46%	16%
Fifth Grade	30%	43%	26%

b. Poverty and Demographic Data

SCHOOL	Date/ Enrollment	Total Eligible for Free or Reduced	Eligible % of Building Enrollment	Eligible % of Total District Enrollment	Free Meals			Reduced Meals		
					# of Students	% of Bldg.	Eligible % of Total District Enrollment	# of Students	% of Bldg.	Eligible % of Total District Enrollment
Camp Douglas	1/9/23 67	37	55.2%	1.2%	34	51%	1.1%	3	4%	0.1%
Camp Douglas	9/17/21 63	35	55.6%	1.3%	33	52%	1.1%	2	3%	0.1%
Camp Douglas	9/18/20 61	40	65.6%	1.3%	36	59%	1.2%	4	7%	0.1%

SCHOOL	Date/ Enrollment	Total Eligible for Free or Reduced	Eligible % of Building Enrollment	Eligible % of Total District Enrollment	Free Meals			Reduced Meals		
					# of Students	% of Bldg.	Eligible % of Total District Enrollment	# of Students	% of Bldg.	Eligible % of Total District Enrollment
Oakdale	1/9/23 86	53	61.6%	1.7%	47	55%	1.5%	6	7%	0.2%
Oakdale	9/17/21 85	43	50.6%	1.4%	41	48%	1.3%	2	2%	0.1%
Oakdale	09/18/20 80	34	42.5%	1.1%	29	36%	0.9%	5	6%	0.2%

c. Personnel Data

Camp Douglas School serves 67 students in grades second through fifth. There is one classroom for each grade. Camp Douglas currently services low achieving students through a federally funded School-Wide Title 1 program. In addition to the classroom teachers, Camp Douglas Elementary School also has one part-time Title 1 teacher, a part-time LD teacher, one regular education aide, one part-time special education aide, and a part-time school counselor. Additional teachers include part-time ESS, Art, Music, and Librarian.

Oakdale School serves 86 students within grades Early Childhood Special Education through first grade. Oakdale currently services low achieving students through a federally funded School-Wide Title 1 program. In addition to the classroom teachers, Oakdale Elementary School also has one part-time Title 1 teacher, four regular education/certified aides, one part-time speech teacher, and a part-time school counselor. Itinerant services are also available from an itinerant physical therapist and occupational therapist. Additional teachers include part-time ESS, Art, Music, and Librarian.

d. Professional Development Needs

In addition to our school board goals, teachers are currently using the Educator Effectiveness Model including the Charlotte Danielson Domains for Educator Effectiveness. Staff are receiving continued training from building level EE Coaches to write student learning objectives (SLO) and personal professional goals (PPG). Data from previous needs assessments indicated our students were not making adequate annual yearly progress in the area of reading. Because of these findings, Camp Douglas and Oakdale Staff have had specific training and professional development related to reading. Members of both staffs met with principal to develop a school improvement plan to increase reading achievement across all grade levels. Camp Douglas & Oakdale staffs meet monthly to review data and continuously plan for improvement in reading and math.

e. Parent and Community Survey Data

Tomah Area School District surveys parents annually. The data from the survey is used to inform instructional decisions.

2. School-wide Reform Strategies.

- *Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement.*
- *Use effect methods and instructional strategies based on scientific research that:*
 - *Strengthen the core academic program in the school.*
 - *Increase the amount and quality of learning time, before-and after-school and summer program opportunities, and a rich and accelerated curriculum.*
 - *Include strategies for meeting the educational needs of historically underserved populations.*
- *Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the school-wide program. The services of such a program might include:*
 - *Counseling, pupil services, and mentoring services.*
 - *College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.*
 - *The integration of vocational and technical education programs.*
- *Address how the school will determine if such needs have been met.*
- *Are consistent with the state plan and any local improvement plans.*
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In order to meet our goals, both Oakdale and Camp Douglas Elementary Schools will serve students based on the Common Core State Standards for reading and math curriculums. All students, including EEN, participate in the core language arts and math programs. This provides sequential instructional programs with many opportunities for teacher directed application, guided instruction, and independent practice with appropriate accommodations to enhance learning. District reform initiatives include but are not limited to Units of Study, iReady Math and Reading, PBIS and the LANAG lesson planning formatting. Camp Douglas School and Oakdale School screen students three times a year using district established benchmark assessments. In addition, our students have the opportunity to participate in a district wide summer school program. This program provides remedial reading and math and enrichment classes. Native American tutors are available to work with students. Teachers have undergone poverty training and RtI training to heighten the awareness of the needs of historically underserved populations.

3. Instruction by highly qualified teachers.

High poverty, low-performing schools are at times staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a school-wide program school meet the qualifications required by sections 1119. Student achievement increase in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

All staff members are certified for their teaching assignment. The district encourages and supports on-going staff development through collaboration, in house training, and attendance at local conferences. Both staffs continue to strive to enhance their professional skills and achieve the goals as outlined in our Board of Education Goals, which are within our school-wide plan.

4. High quality and ongoing professional development for teachers, principals, and paraprofessional and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.

Teachers and other staff in a school-wide program must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the school-wide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who collaborate with teachers to support student achievement such as principals, paraprofessionals, and parents.

Professional development continues to be an important part of both Camp Douglas & Oakdale Elementary Schools' success. Data is disseminated and discussed through regular staff meetings. In addition, teachers have opportunities to participate in district-wide data discussions and grade-level collaboration. After teachers have attended conferences or participated in training, Conference Reflection Forms are completed and made available as a resource to teachers throughout the district. Resources and information from conferences are shared at building level faculty meetings. The Tomah Area School District provides training and professional development on Teacher Collaboration and Training Days throughout the school year.

5. Strategies to attract highly qualified teachers to high-need schools.

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the school-wide plan must describe the strategies it will use to attract and retain highly qualified teachers.

Tomah Area School District utilizes an application process to screen potential teachers. Tomah School District has implemented a successful Mentorship program, which includes ongoing induction and a personal mentor for every 1st and 2nd year teacher hired in the district. Each new teacher is provided orientations and a mentorship program manual which provides a monthly checklist to assist the Mentor/Mentee with expectations and guidelines. Five support seminars are provided throughout the year for 1st year teachers and two seminars for 2nd year teachers. Staff development opportunities are provided throughout the year including assistance with Educator Effectiveness. Teachers are afforded multiple collaboration days a year for training (i.e. RTI, common assessments, and common core state standards) and grade-level discussions.

6. Strategies to increase parent involvement through means such as family literacy services.

Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that school wide plans contain strategies to involve parents, especially in helping their children do well in school. In addition, parents must be involved in the planning, implementation, and evaluation of the school-wide program.

Camp Douglas and Oakdale teachers continually strive to increase parent involvement. The teachers are committed to hold individual parent/teacher conferences for all students a minimum of two times per year. Our goal states that we will have 100% participation at parent teacher conferences. If parents are not able to attend, we will make contact by phone to reschedule and/or hold phone conferences. Both staffs believe parental involvement is crucial to student success. We offer a variety of opportunities for parents to become involved including but not limited to:

- Family Math and Reading Nights
- Pastries for Parents/Muffins in the Morning
- Open Houses
- Parent/Teacher Conferences
- Eating Lunch at School
- Parental Web access
- Volunteers in classroom
- Chaperoning
- Grandparent's Day
- Title 1 Parent meetings
- Building and classroom newsletters
- Guest Readers
- Music Concert
- School-Wide Sing-Along in December
- Spring District PAC (Parent Advisory Committee) Meeting

- Parent Surveys
- Opportunities in our PTO
- Access to Student Computer Activities at Home (RAZ Kids, iReady, etc.)
- Little Free Libraries at each Building
- End of the Year Family Picnic

7. Plans for assisting preschool students in the successful transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a public preschool program to local elementary school-wide programs.

This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective school-wide programs capitalize on this strong start.

Transitions to elementary school-wide programs in the Tomah Area School District are a collaborative effort. Our special education teachers work with the Birth to 3 program and Head Start programs to determine the best fit for incoming students. Students who attend a Head Start program and require speech services attend speech group twice per week at Oakdale Elementary School. Speech and Language therapists assist in acting as a liaison between preschool and kindergarten programs. District Early Childhood staff also transition students between early childhood/special education programs and the kindergarten classroom by working in the classroom the first weeks of school as needed. Parents can complete a questionnaire when filling out registration forms for 4-year-old and 5-year-old kindergarten if they have concerns about their child's development. District personnel then contact the parent to discuss if further evaluation is needed.

8. Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.

In addition to state assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The school-wide program should provide teachers with professional development that increases their understanding of appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

Camp Douglas and Oakdale teachers are able to access all universal benchmark data on the Infinite Campus district web-based program as well as within the iReady system. Data is shared and disaggregated throughout the year. Collaborative teams use universal benchmark data as well as formative data to drive decisions to improve student achievement in reading and math with timely intervention and remediation. This data also enables teachers to monitor growth to determine the effectiveness of interventions.

9. Effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students' difficulties must be identified in a timely way and in such a way to provide information on which to base effective assistance of interventions.

The school-wide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

The intervention periods for grades K-5 are scheduled for 5 days per week and 30 minutes per day. Students in intervention groups are progress monitored according to district established guidelines. All students take grade appropriate PALS, aimswebPLUS and iReady tests in reading and math three times per year (Fall, Winter, Spring) as part of our district wide RtI Benchmarking System. At that time, students are grouped according to needs for urgent and other interventions as well as enrichment. Students then participate in small groups during a thirty-minute WIN (What I Need) period each day. Those students in the bottom 10% who are identified as needing intervention are also progress monitored weekly using the appropriate aimswebPLUS progress monitoring tool. A committee (IRT-Intervention Review Team) meets monthly to go over the effectiveness of the interventions and to discuss any changes or additions which need to be made. Collaboration also takes place with classroom teachers, special educators, Title I staff and parents on an ongoing basis. Interventions used are based on best practice and include, but are not limited to: Leveled Literacy Intervention, Soar to Success, Rime Magic, Word Warm-Ups, Heggerty, Sonday, High Noon, Rewards and Read Live.

10. Coordination and integration of federal, state, and local resources, services and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

School-wide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire education program and helping all students reach proficient and advanced levels of achievement. Exercising this option maximizes the impact of the resources available to carry out the school-wide program.

The District Director of Instruction oversees the Federal, State, and local services and programs. Coordination of personnel and funds are utilized to the utmost extent to provide for the implementation of the Title 1 School-Wide Plan for Camp Douglas Elementary School and Oakdale Elementary School. The following programs and agencies are included:

Special Education

Guidance including At-Risk and Protective Behavior Programs

Business Partners including Junior Achievement

English Language Learners

Free Breakfast/Lunch

Community agencies including Families First

Other programs which may be available through system, state or community resources.

