

Tomah Area School District
Title I School-Wide Plan
2022-2023
Miller Elementary School

Principal: Justina Anderson

Title I Teachers: Deb Limberg and Stephany Dowson

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, AimsWeb, 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

See page 12

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
Miller	9/20/19 270	152	56.3%	4.8%	120	44%	3.8%	32	12%	1.0%
Miller	9/18/20 256	121	47.3%	3.9%	96	38%	3.1%	25	10%	0.8%
Miller	9/17/2021 260	131	50.4%	4.2%	111	43%	3.6%	20	8%	0.6%
Miller	1/9/2023 249	135	54.2%	4.4%	113	45%	3.7	22	9%	0.7%

c. Personnel Data

Miller Elementary School is a K-5 building located in Tomah, Wisconsin. It serves 249 students, housing two kindergartens, two first grades, two second grades, two third grades, two fourth grades and three fifth grades. Miller School provides services for students with disabilities. Miller currently services low achieving students through a school-wide Title I program. There is 1 principal and there are 27 teachers: 13 regular education, 1 guidance counselor, 2 Title I, 3.5 EEN (1.5 LD, 1 EBD and 1 Speech), and 1 PBIS and 1 TLC teacher. Part-time staff include: 1 ESS, 1 music, 1 art, 1 librarian, and a district instructional coach. We have 10 paraprofessionals.

d. Professional Development Needs

In addition to school board goals, teachers are currently using the Educator Effectiveness model including the Charlotte Danielson domains. Staff members are receiving continued training from building level EE coaches to write student learning objectives (SLOs) and personal professional goals (PPGs). Thus, teachers identify specific needs for their students and themselves through available data. Currently Miller School staff is focusing upon character education along with PBIS, and directing our professional development toward improving the overall climate of our school. Monthly character education themes are scheduled throughout the school year to specifically address a character education topic. We use the RtI model to meet student academic needs. We use Units of Study for reading and writing.

e. Parent and Community Survey Data

Parent survey is given annually. Data from the survey is used to help form instructional decisions and the needs of each building.

2. School-Wide Reform Strategies.

- *Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement.*
- *Use effective 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.*

In order to meet our goals, Miller Elementary School will instruct students based on the Common Core State Standards for reading and math curriculums. All students including EEN, participate in core language arts and math programs. This provides sequential instructional programs with many opportunities for teacher directed instruction, along with guided and independent practice with appropriate accommodations to enhance learning. Our building staff determines if student needs have been met by testing all students 2-3 times per year using district established benchmark assessments. District reform initiatives include, but are not limited to:

* Lucy Calkin's Units of Study for reading and writing.

* Daily 5/CAFÉ

*Ready Math -training available to all teaching staff during district-wide collaboration.

*Ready Math and Ready Reading Pathways.

*iReady Reading and Math assessments

*PBIS

*RtI

*District-wide Summer School Program: Remedial and Enrichment opportunities

*Native American Tutors/ELL

*Staff has been trained in poverty issues to heighten awareness of the needs of historically underserved populations

3. Instruction by highly qualified teachers.

High poverty, low-performing schools are sometimes 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 instructional staff at Miller Elementary School are certified for their teaching assignment. Staff members are encouraged to attend college classes and professional conferences/workshops. The district encourages and supports ongoing staff development through collaboration, in-house training, and attendance at local and state conferences. Miller staff continues to strive to enhance our professional skills and achieve the goals as outlined in our Board of Education goals which are reflected in 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 partner with teachers to support student achievement such as principals, paraprofessionals, and parents.

Staff members are encouraged to attend college classes and professional conferences/workshops. The district encourages and supports ongoing staff development through collaboration, in-house training, and attendance at local and state conferences. Miller staff continues to strive to enhance our professional skills and achieve the goals as outlined in our Board of Education goals which are reflected in our school-wide plan.

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 mentor for every first and second year teacher hired in the district. Each new teacher is provided orientation and a mentorship program manual which provides a monthly checklist to assist the Mentor/Mentee with expectations and guidelines. Support seminars for first and second year teachers are provided. Additional staff development opportunities are provided throughout the year including assistance with Professional Development Plans. Teachers are afforded several collaboration days a year for training (ie. RtI, common assessments, Common Core State Standards) and grade-level discussions. Tomah Area School District has a partnership with the University Of Wisconsin La Crosse which offers courses directly aligned with district initiatives. Miller Elementary class sizes range from 18 to 28 students.

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

NOTE: Due to Covid-19 restrictions, many of these activities are on hold.

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.

Parent involvement is important to ensure academic success. Parents are given many opportunities to be involved in our school through the following activities:

- PTO
- Open House
- Fall School-wide Title Informational meeting
- Chaperoning/Field Trips
- Parent-Teacher Conferences
- District Parental Web access/academic websites available for home use
- Building Newsletter
- Family Math Night/Literacy Events/ Mardi Gras Carnival
- Assignment Notebooks
- Pizza Hut Book-It
- Music Concerts
- Parent communication via e-mail and phone
- Book Exchange
- PBIS
- Safety Patrol
- Student Council
- Parent/Teacher/Student Compact
- Parent Surveys
- Spring Parent Advisory Committee (PAC) meeting
- Battle of Books

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.

Annually our district holds Child Development Days in which parents of preschool age students may have their children screened and receive information on preparing their children for school. Early childhood services may also be offered at this time, including speech and language. Speech and Language teachers 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 classrooms at Miller School. In 2008, a Board appointed Ad Hoc Committee was established to research the implementation of a district-wide, community-based 4K Program. This program began in the fall of 2009.

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.

Miller Elementary teachers are included regarding the use of assessments through a shared decision making process. Data is shared three times a year at the district Instructional Assessment Committee (IAC) meetings. Committee members share this data with their staff to improve achievement in reading and math. Teachers have access to all universal benchmarking data on the student Infinity school based website. This 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.

As a result of school-wide benchmark testing completed 2 - 3 times per year, students are identified for interventions. Each identified student is placed in an intervention group according to need. Intervention lessons are created using research based programs. These intervention periods are scheduled five days per week, 30 minutes per day. Students in an intervention group are progress monitored weekly according to district established guidelines.

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 I School-wide Plan for Miller Elementary School. The following programs and agencies are involved:

Special Education

Guidance including At Risk and Protective Behavior Programs

District-wide Technology Teachers

Business partners including Junior Achievement

English Language Learners

Community Agencies including Families First

Native American Tutor

Counseling

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

Data Team Members: Debra Limberg, Tina Puzach, Jenna Olson, Justina Anderson

Overall School Improvement SMART Goal (Student Achievement Goal): Curriculum Focus

ELA

By the end of the 2022-23 school year, 75% of students in grades K-5 will meet or exceed typical growth in the vocabulary domain based on the IReady reading assessment.

Math

By the end of the 2022-23 school year, 75% of students in grades K-5 will meet or exceed typical growth in the numbers and operations domain based on the IReady math assessment.

Fall Benchmark Data 2022-2023

Benchmark Results	i-Ready Math Students Scoring On or Above Grade Level	i-Ready Math Students Scoring One Grade Level Below	i-Ready Math Students Scoring Two or More Grade Levels Below	i-Ready Reading Students Scoring On or Above Grade Level	i-Ready Reading Students Scoring One Grade Level Below	i-Ready Reading Students Scoring Two or More Grade Levels Below	PALS Students Meeting PALS Benchmark
Fall 2022							
Kindergarten	12%	88%	na	21%	79%	na	65%
Grade One	2%	84%	14%	0%	93%	7%	Not Given
Grade Two	12%	61%	27%	22%	49%	29%	Not Given
Grade Three	7%	51%	42%	36%	33%	31%	Not Given
Grade Four	19%	44%	38%	25%	44%	31%	Not Given
Grade Five	10%	39%	51%	22%	16%	63%	Not Given