Tomah Area School District

Title I School Wide Plan

2022-2023

Wyeville Elementary School

Title 1 Teacher: Cassidee Crain

Principal: Mr. Tim Gnewikow

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.*

* 1. *Assessment data: STAR Reading and Math, AimsWeb, School Report Card data, etc.*
  2. *Poverty and demographic data*
  3. *Personnel data*
  4. *Professional development needs*
  5. *Parent and community survey data*

1. **Assessment Data**

**Wyeville Elementary School uses the IAC reports on the Infinity School web based programs.**

Students are assessed three times per year using PALS, and iReady as grade appropriate. AimswebPLUS benchmark and progress monitoring probes are used for students in Title 1 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. Students in Kindergarten are assessed using the PALS state test.

Fall Benchmark Data   
2022-2023 Summary of Students At/Above the 50th Percentile \*Fourth year of iReady Benchmark Testing \*Standard View

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Benchmark Results  Fall 2022 | 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 |
| Kindergarten | 0%  students | 100%  students | 0%  students | 0%  students | 100%  students | 0%  students | 83% |
| Grade One | 8%  students | 92%  students | 0%  students | 8%  students | 84%  students | 8%  students | Not Given |
| Grade Two | 0%  students | 41%  students | 59%  students | 0%  students | 47%  students | 53%  students | Not Given |
| Grade Three | 14%  students | 54%  students | 32%  students | 41%  students | 36%  students | 23%  students | Not Given |
| Grade Four | 10%  students | 57%  students | 33%  students | 14%  students | 57%  students | 29%  students | Not Given |
| Grade Five | 11%  students | 44%  students | 45%  students | 22%  students | 28%  students | 50%  students | Not Given |

**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** |
| Wyeville | **2019**  123 | 73 | 63.5% | 2.3% | 67 | 55% | 2.0% | 10 | 9% | 0.3% |
| Wyeville | **2020**  114 | 70 | 61.4% | 2.3% | 62 | 54% | 2.0% | 8 | 7% | 0.3% |
| Wyeville | **2021**  105 | 64 | 61.5% | 2.1% | 55 | 53% | 1.8% | 9 | 9% | 0.3% |
| Wyeville | **2022**  116 | 79 | 68.1% | 2.6% | 74 | 64% | 2.4% | 5 | 4 | 0.2% |

1. **Personnel Data**

Wyeville Elementary School serves 116 students in grades kindergarten – 5th. There is one classroom of each grade.

Wyeville Elementary has one full-time staff member to provide services for students with disabilities. There is also an itinerant physical therapist, occupational therapist, guidance counselor and instructional coach. Speech therapy services are provided by a part-time speech teacher or certified speech aide in grades K-2, while students in grades 3-5 receive speech services from a speech teacher virtually through the company, Tiny Eye. Wyeville School currently services low achieving students through a federally funded school-wide Title 1 program. We currently have one Title 1 teacher. Additional teachers include part-time ESS, Art, Music, and Library Media. Wyeville School also has three educational support staff as well as an itinerant American Indian Education Tutor.

1. **Professional Development Needs**

In addition to our schoolboard goals, teachers are currently using the Educator Effectiveness Model, including the Charlotte Danielson Domains. 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 assessment indicated that our students were not making adequate yearly development related to reading and math instruction. Due to these findings, Wyeville staff is working on specific training and professional development related to reading and math instruction. All members of the Wyeville Elementary Staff have now formed a School-wide Improvement Plan committee which meets quarterly to review data and plan for improvement in reading achievement across all grade levels.

1. **Parent and Community Survey Data**

The Tomah Area School District surveys parents annually, and data from the survey is used to help inform instructional decisions and building needs.

1. **School wide Reform Strategies.**

In order to meet our goals, Wyeville 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 three times per year using district established benchmark assessments.   District reform initiatives include (but are not limited to) PLC Work, Growth Mindset, Lucy Calkins Units of Study-Reading, Phonics (K-2), and Writing, Ready Math, and PBIS. In addition, our students have the opportunity to participate in a district wide summer school program, which provides both remedial, and enrichment classes. Teachers have also undergone Poverty training and Response to Intervention training to heighten the awareness of the needs of historically underserved populations. Classroom teachers in grades K-5 are using the Lucy Calkin’s Units of Study for writing with training available to all teaching staff during district wide collaboration. Native American students have access to a tutor and a Ho-Chunk Youth Center teacher.

*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 schoolwide 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.*

1. **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 teachers at Wyeville Elementary School are certified for their teaching assignment, which meets the standards to be considered highly qualified.

1. **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 schoolwide 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 schoolwide 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.*

Professional development continues to be an important part of Wyeville Elementary School’s success.  All-staff meetings are held the third Wednesday of each month to plan and schedule school activities. Wyeville Elementary created a Guiding Coalition team to support all staff in implementing the PLC process. In addition, teachers have opportunities to participate in district wide data retreats, grade level collaboration, and district-wide committees such as RtI and IAC.  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 through a monthly district newsletter and 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.

1. **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. The District has implemented a successful Mentorship Program which includes ongoing induction and a mentor for every first and second year teacher in the district.  Each new teacher is provided four half days of orientation and a mentorship program manual which provides a monthly checklist to provide the Mentor/Mentee with expectations and guidelines.  Eight support seminars for first year teachers and four seminars for second year teachers are also provided.   Additional staff development opportunities are provided throughout the year including assistance with Professional Development Plans.  Teachers are afforded multiple collaboration days a year for training (i.e. RtI, common assessments, PLC work, Growth Mindset, various computer programs such as RAZ-Plus, Reading A-Z, STAR Reading and Math, PBIS, Lucy Calkins Units of Study-Reading, Phonics (K-2) and Writing, and common core state standards).  The Tomah Area School District also has a partnership with the University of Wisconsin-La Crosse to offer courses directly aligned with district initiatives.

**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 schoolwide program.*

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

* Back to School Night/Fall Parent Information Meeting
* Parent/Teacher Conferences
* Parental Web access
* Building newsletters
* Family Nights (ex. Math/Science or Dr. Seuss)
* Volunteers in classroom
* Wyeville School Web Page
* School-Wide Mini Feast in November
* School-Wide Sing-Along in December
* Spring District PAC (Parent Advisory Committee) Meeting
* Parent Surveys (Title 1 and District-initiated)
* Guest Readers
* Music Concert
* Opportunities in our PTO
* Chaperoning field trips
* Classroom presentations (3rd Grade Invention Fair & 4th Grade Heritage Fair)
* Access to student computer activities at home (RAZ Kids, iReady Pathways, and IXL)
* One Little Free Library
* PTO/WAYA/Title teacher work together to provide 4 free books/students this school year.

Every effort is also made to keep lines of communication open through personal notes, newsletters, school websites/email, and assignment notebooks.

1. **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 schoolwide 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 schoolwide programs capitalize on this strong start.*

The Tomah Area School District holds annual Child Development Days in which parents of preschool age students may have their child screened and get information on preparing their child 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 early childhood/special education programs and the kindergarten classroom by working in the classroom the first weeks of school as needed. Since the fall of 2009, the Tomah Area School District has provided a 4 year old kindergarten program.

1. **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 schoolwide 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.*

Wyeville Elementary teachers are included regarding the use of assessments through a shared decision making process. Data is shared and disaggregated through the use of our district assessments. Data is shared and analyzed three times each year at district IAC (Instructional Assessment Committee) meetings. One staff member per building participates on the district wide IAC committee to analyze data. Committee members share this data with staff to improve achievement in reading and math. All teachers are able to access universal benchmarking/screening data on the students utilizing the web-based Infinity computer program. This enables teachers to monitor growth and determine the effectiveness of the interventions.

1. **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 schoolwide 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 a 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 period each day.  Those students in the bottom 10% who are identified as needing intervention are also progress monitored weekly using the appropriate aimsweb PLUS 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 1 staff and parents on an ongoing basis. Interventions used are based on best practice and include, but are not limited to: Leveled Literacy Intervention, High Noon, Sonday, Rewards, Soar to Success, Helps Fluency Program, Rime Magic, Word Warm-Ups, Heggerty Phonics Awareness and Read Naturally 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.**

*Schoolwide 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 schoolwide 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 Wyeville Elementary School.

The following programs and agencies are involved:

* Special Education
* Guidance including At-Risk and Protective Behavior Programs
* Business partners including Junior Achievement
* English Language Learners
* Community agencies including Families First and The Parenting Place
* Free Breakfast/Lunch

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

|  |
| --- |
|  |