

Mead Elementary Charter School



School-Wide Title One Plan

2013-2014

1. Comprehensive Needs Assessment

Mead Elementary Charter School is a PreK-5th grade elementary school, located in the community of Wisconsin Rapids, Wisconsin. The 420 students at Mead School represent students from the urban west side of Wisconsin Rapids, a community of 18,000.

The design of the Mead Elementary Charter School was created in 2008 to address the unique student population. In 2012-13 eighty percent (80%) of the students qualify for free and reduced priced lunches (compared to the district average of 44%). Fifteen percent (15%) of our students are identified as a minority race (Asian, Black, Native American, and/or Hispanic).

Mead is served by programming for special education (Early Childhood, Speech/Language Pathology, Learning Disabilities, Emotional/Behavioral Disabilities, Cognitive Disabilities and Occupational Therapy). Twenty-two percent (22%) of our students are identified as enrolled in a special education program. Currently 5.1% of our students are identified as English Language Learners.

Our school focuses on reducing student behavior concerns through a school-wide philosophy based on the Responsive Classroom approach. We currently utilize a behavior data program, called School-wide Information System to analyze our behavioral referrals. The data is reviewed monthly and school-wide plans are created to assist needs.

Our academic focus has been measured in a variety of ways. This year the state adopted a School Report Card. Our goal is to be deemed proficient by this report card that measures academics, closing gaps, college/career readiness, and attendance. Our overall school report card for 2012 was 69.4 for "Meets Expectations." A copy of the current school card is attached.

Professional development in the CCSS continued during the 2012-2013 school year. Several Mead teachers participated on district committees related to the CCSS and curriculum mapping for the district. At WRPS district meetings all teachers reviewed these curriculum maps.

2. School Reform Strategies

Mead Elementary Charter School is focused on a common vision: *“Building tomorrow’s success stories today... Every Child... Every Family... Every Day.”* This vision was created in 2008 by the Charter Shared Leadership Team when we designed our school reform. The mission statement for our school is: *“Working together with families and community we will offer differentiated learning structures that will fully engage students by providing a meaningful and challenging academic component integrated with a motivating and empowering life vision component. We will inspire students to take ownership in their education by applying their social and academic knowledge to serve the larger community.”*

Our “Pillars of Success” model incorporates the following four areas: Differentiation, Service Learning, Goal Directed, and Asset Building. Mead staff work in a Professional Learning Community to incorporate the following reform strategies (goals based on the 2013-14 plan):

Differentiation Pillar: Grade levels focus on Essential Learning Outcomes in Language Arts and Math. Students are grouped for additional enrichment or intervention in these key academic areas. Common assessments and collaborative planning are key to assuring growth and success for every student. *The goal for this pillar is: Mead Elementary Charter School will meet or exceed expectations on the Wisconsin State School Report Card each year.*

Service Learning Pillar: Students will participate in at least one service learning project each year. Each student documents his/her progress in a service learning portfolio. This learning strategy provides meaningful learning for both academic and social skills. *The goal for this pillar is that 95% of Mead Elementary Charter School students will participate in one Service Learning project to the larger community per year as documented in the Service Learning portfolio.*

Goal Directed Pillar: A school-wide focus on career exploration and development is part of this pillar. Each student starts the year by determining a Hope and Dream for the school year, in collaboration with their teacher and parents. Students keep a Life Vision Portfolio that helps them reflect on their future goals, while they explore careers and meaningful learning. *The goal for this pillar is that 100% of students in grades K-5 will complete an annual reflection of their long-range career goals as part of their spring portfolio by June 1st of each year.*

Asset Building Pillar: The 40 Developmental Assets are the measurement tool for this pillar. Responsive Classroom strategies focus on building our students both socially and academically. In addition, the Club Mead After School Community Learning Center targets the developmental assets for the 240 students who participate in our after school programming. *There are two goals for this pillar. The first goal is that 90% of Mead Elementary Charter School students will experience at least three positive and meaningful personal contacts with teachers and staff by June of each year as measured by parent contact tally sheets. The second goal is that monthly attendance will be reviewed and staff will partner with parents to support consistent attendance.*

Our school-wide plan will continue to strengthen all four pillars of our charter school. In 2012-2013 we began using implementation rubrics in reading, writing, math, and behavior expectations to ensure that our staff is implementing these areas as well as possible. These

rubrics were reviewed in the beginning of the school year and will be revisited at staff meetings throughout the school year. Teachers have been able to self-assess and determine areas of strength and potential areas for growth. Their professional development plans reflect this data.

Professional development sessions will be offered in the areas of behavior, technology, math, reading, writing, and Responsive Classroom. These optional sessions will be offered to all staff.

Response to Intervention will also be a focus of Mead Elementary Charter School. Each grade level will review grade level data in Math, Reading, and Behavior to determine grade level trends and areas of improvement. Individual student data in these three areas will be discussed further in Student Intervention Team meetings where specific plans of action will be determined.

3. Instruction by Highly Qualified Staff

All professional staff employed by the Wisconsin Rapids Public Schools District meets the requirements of “highly qualified” teachers under No Child Left Behind.

At Mead Elementary Charter School 37 teachers (out of 48 total teachers) have a Master’s degree and all 33 have credits beyond their Master’s degree. Three teachers have National Board Certification.

All of the teachers and paraprofessionals at Mead School meet the highly qualified requirements. Teachers are assigned to areas they are certified to teach and assignments are determined based on student needs.

As part of our annual review, parents will be informed of the highly qualified status of the Mead staff. This annual review will be presented to the Mead Elementary Parent Teacher Committee and the Governing Council at their respective meetings. This information will also be made available to parents with an information sheet included with their child’s report card at the end of the year.

4. High-Quality and Ongoing Professional Development

The Wisconsin Rapids Public Schools District places emphasis on professional development. The District’s Professional Development Plan is developed by the Council for Instructional Improvement (CII), with input from CII Committees, administrators and the staff development facilitators. From this plan, each building develops a Building Professional Development Plan. Each staff member also writes an individual Professional Development Plan.

A variety of credit classes and workshops are offered throughout the year to professional staff.

In addition to the initiatives in Wisconsin Rapids Public Schools, the key to the Pillars of Success at Mead School is ongoing and embedded professional development.

Our Action Team format allows for different Action Teams to oversee school data in the areas of Reading, Writing, Math, Behavior, and Family Involvement. These teams will regularly review data and make recommendations in their specific areas for school improvement.

Weekly focused collaboration is provided as part of our Professional Learning Communities Model. Each teaching staff member is a part of a grade level or specialist team that meets for 75 minutes every Monday to create SMART goals, plan and review common assessments, and plan for differentiated instruction.

Teachers have continued their learning about the CCSS during the 2012-2013 school year. Teachers were also provided with many different after-school professional development options. Topics included guided reading, Reader's Workshop, Math interventions, technology (such as Ipads and responders), behavior interventions, and learning more about the impact of trauma. While these offerings were optional, the majority of the teaching staff took advantage of the professional development.

During the 2013-2014 school year we will continue to provide professional development to the teaching staff. Strengthening our Professional Learning Communities model will be a key goal for next year. Topics of the professional development sessions will include behavior, trauma, technology, math interventions, and reading /writing topics. The information will be presented in a variety of formats including grade level collaboration, staff meetings, and after-school sessions as funding allows.

- **Leadership Team changes:** Responsive Classroom Support, Service Learning Support, and Goal-Directed Support will continue yet meet less often. RC Support will meet only after school and will transition to a strategic planning team for RC. **The Professional Learning Community Leadership** team will be established with a member from each grade level to facilitate implementation of RtI and CCSS within the PLC Environment. All PLC Leaders will attend the 8/26 PLC training in LaCrosse and participate in four full-day workshops throughout the year to strengthen the PLC components at Mead.
- **Educator Effectiveness:** Use Mead Implementation rubrics to self-reflect and problem solve to assure the highest level of educator implementation of our key strategies. Build these reflections into staff meetings and collaboration sessions.
- **Reading** – Establish clear CCSS goals and common assessments. Continue to work with interventions, using data to differentiate and accelerate; laser-like focus; content connections.
- **Writing** – Establish clear CCSS goals and common assessments based on rubrics. Opinion Writing training from the Write Tools. Full implementation of Write Tools throughout the school. Use Write Tools technology tools; train and coach Writer's Workshop strategies; connect Write Tools Regie Routman, Lucy Calkins and Six Traits; Use mini-lessons to connect spelling, grammar and vocabulary lessons with writing. Monthly display of published writing for each student to connect with the Family Night theme.
- **Math** –Establish clear CCSS goals and common assessments. Continue to use data to differentiate with interventions/enrichment; use technology tools.

- **Social/Emotional Capacity Building**– Continue professional development sessions and support for high level Responsive Classroom implementation. Provide training during the two-day summer institute and a week-long RC 1 workshop in August. Use the available DVD and text resources to study and view clips of successful implementation of discipline strategies. Design interventions and prevention strategies for students in trauma. Offer credit/DEU courses on trauma sensitive practices and addressing the needs of students in poverty.
- **Service Learning** – Continue to strengthen implementation by incorporating curriculum goals and standards for Service Learning to reflect on implementation.
- **Technology** – Provide training on Google Apps for Education, iPad, and troubleshooting. Implement the district key-boarding pilot. Increase use of technology for instructional purposes through project-based learning.

5. Strategies to Attract Highly Qualified Staff

The Wisconsin Rapids Public Schools District uses a variety of strategies to attract highly qualified staff. When staff openings occur, principals and program coordinators use a thorough recruitment, interview and background process to assure quality candidates are selected for positions.

Once hired, teachers are subject to a three-year probation period. The District offers a quality mentoring program to support teachers within their first three years in the District. During the first year, monthly Initial Educator sessions are held on various topics to provide information and support to new staff.

Through the District, building and individual professional development planning process, staff participates in a variety of professional development offerings on an ongoing basis, which encourage professional growth and result in the use of best practices in the classroom.

A culture of professional learning exists within the District. This encourages participation in professional learning opportunities and encourages professional growth among all staff.

Mead requires a minimal level of professional development for all staff teaching in our charter school. This includes professional development in the areas of differentiation, service learning, Responsive Classroom, and asset building. The Reading Specialist, Staff Development Facilitator, and Administrator coordinate this training and support for all new staff.

The Administrator works with district staff to assure that highly qualified teachers are assigned to the lowest achieving students.

6. Strategies to Increase Parent Involvement

Mead School has several strategies in place to increase parent involvement. The Family Involvement Action Team has set a parent involvement goal that is part of our charter contract: *90% of Mead School families will experience at least three positive and meaningful personal contacts with teachers and staff by June of each year, as measured by the parent contact tally sheets.* This year we held monthly Family Activity Nights. The nights provided families with the opportunity to view writing displayed outside the classroom and then participate in a family activity night. Many of the Family Activity Nights were built around academic themes such as reading, writing, math, and technology.

The Family Involvement Action Team gathers this data and helps plan and organize family activities. Mead has a Parent Partnership Coordinator who organized monthly Family Activity Nights in collaboration with Mead staff. She also supervises and organizes the Family Room and parent and family lending library. Our Parent Partnership Coordinator organizes all volunteers and works with community resources.

In addition to school-wide family activities, grade levels and individual teachers plan and provide various parent involvement activities. These include Family Read Ins, Home and Back Folders, and family homework projects. In addition we provided Summer Book Mailings to our youngest and struggling readers to encourage reading throughout the summer.

Mead Elementary Charter School works closely with community resources to increase parent involvement. We partner with Boys and Girls Club, YMCA, Human Services, Parents Place, Head Start and MSTC to coordinate programming in a family friendly manner.

We also involve parents in an active decision-making role. As a charter school, we are led by a Governing Council that consists of parents, community members and a teacher. The Council meets monthly to oversee the charter contract, budget, and staffing. Mead also has an active Parent Teacher Committee that provides fundraising activities and volunteers to meet student needs. Teachers take turns attending the PTC meetings to provide input to the group.

7. Preschool Transition Strategies

Mead School provides a variety of preschool transition strategies to increase success for our incoming students. Mead offers an onsite 4K program. The 4K teacher collaborates with the Kindergarten teachers to share common language and strategies. We also have two Early Childhood programs. Teachers in 4K and Kindergarten are able to team teach to increase the inclusive nature of our programming.

Several of our students attend Wood County Headstart and HoChunk Headstart. Each May we collaborate to provide transition meetings with the Headstart teachers and the incoming Kindergarten team.

In June we host a “Movin’ Up Day” for our entire school. The younger students spend 30 minutes meeting the teachers in the next grade level. 4K students get to meet the Kindergarten teachers.

We offer three free preschool programs throughout the school year. Every Monday we host a program called “Books for Babes.” Our Parent Partnership Coordinator offers a free literacy based preschool for preschoolers and their caregivers. Wednesdays we host “Circle Time,” to focus on readiness skills including crafts and calendar, again with preschoolers and parents. Once each month we provide a program called “Play to Learn.” This program transforms our Early Childhood classroom into a mini children’s museum with various themes. Children play to learn – while their parents learn to play!!

Our Parent Partnership Coordinator provides our local childcare agencies and preschools with brochures and invitations about our programs.

8. Teacher Participation in Making Assessment Decisions

Assessment decisions are part of each action team, the Charter Shared Leadership Team, and each grade level collaborative team. Collaborative assessment review is inherent to the Professional Learning Community model.

Teachers have had the opportunity to strengthen their understanding of the Common Core State Standards in Language Arts and Math. Grade level teams worked together to set common pacing guides for teaching these standards and assessments that will demonstrate student learning and measure progress towards the goals. They then determine SMART goals for these goals – both stretch goals (long term) and short term goals.

Teachers, administrators, and parents have given provided input to the selection of appropriate assessments and their interpretation. Key to the discussions of these assessments is whether the data informs instruction. Teams work together to analyze data and determine instructional strategies based on student performance at their weekly collaboration team meetings. From these discussions and analysis of data, students are placed in appropriate interventions based on their learning needs.

9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

Weekly collaboration focuses on student progress. Teachers work collaboratively to create SMART goals, plan for differentiation, and determine students in need of intervention. Teachers also meet three times per year at our Assessment Wall (Reading and Math) to determine student progress in the area of reading and math. This time of collaboration allows the teams to determine what supports specific students are receiving and what supports may be necessary to meet student needs.

A daily Reader's Workshop provides for additional intervention for students who are struggling with literacy learning. During this time small groups of students participate in specific mini-lessons that address their literacy needs. Students are also given time to read texts independently at an appropriate reading and interest level. Teachers conference with students to maximize this time.

Small group and individual support is available for students needing additional support in reading and writing. Interventions include Level Literacy Intervention, Reading Recovery, Guided Reading Plus and other student specific small group interventions. Wisconsin Rapids Public Schools is in the process of determining other Tier 2 and 3 interventions that will be implemented in the fall. These interventions may be taught by either the classroom teacher or interventionist.

Math instruction is provided through *Math Expressions*. To provide for additional instruction and intervention, math may be tiered to provide for smaller groups and more focused instruction for students who are struggling. This year we used Title One funds to have a math interventionist/coach who focuses her time on students with math needs. These needs may be addressed in the classroom, through small group work, or individually as necessary.

The differentiated instruction provided by the staff is intended to accelerate the learning of the struggling learner. In addition, the learning is coordinated with content learning, service learning, and our after school program to provide meaningful connections.

We continue to develop and refine our strategies to organize and use student data in a timely manner to assure that every student's needs are met at the highest level. Currently we use an Assessment Wall to track student progress with reading benchmarks and to ensure that we are meeting the needs of our highest priority students. Currently we use both a Math and Reading data wall and behavior trends are tracked through our SWIS data. Grade level teams review data at their grade level, and academic-focused Action Teams will be reviewing data at the school level. Beginning in the fall, Student Intervention Teams will be tracking progress and determining interventions for students who are moving to Tier 3.

10. Coordination and Integration of Federal, State, and Local Programs and Resources

The District's ESEA Consolidated Plan describes the actions and strategies for Title II and Title III.

These federal funds, aligned to the goals/guidelines for the particular Title, are integrated to provide resources for District initiatives. When possible, more than one funding option is used to reach goals.

Professional development opportunities occur with support from a variety of funding sources including local funds and Title II funds.

The state provides SAGE funding to ensure class sizes of 18:1. A substantial portion of Title II funds is used to contribute to SAGE.

Mead Elementary has determined six improvement goals as part of our five year charter school plan. These goals have been connected with the following: Title One School-wide Plan, 21st Century Community Learning Center Plan, District Professional Development/Improvement Plan, and our United Way grant. We have attempted to coordinate the goals of all of these plans in order to utilize funding, staffing, and resources in an efficient and effective manner.

The goals we have established are all based on student need and student assessment. These goals are reviewed monthly by Charter Shared Leadership, Charter Governing Council, Title One School-wide Planning Team, Club Mead, Action Teams, and grade level collaboration teams.

This focused effort includes a variety of stakeholders including professional and paraprofessional staff, parents, administrators, and community members.