

2025-26 Schoolwide Plan : Grove School, WRPS

<p>Component 1: Comprehensive Needs Assessment</p>	<p>Who was involved (stakeholders) in the needs assessment process?</p>	<p>Guiding Coalition Team: including teachers, admin, and interventionists</p>
	<p>When did the needs assessment take place, one time event, over time, etc.</p>	<p>Monthly feedback at GPG meetings (parent group) Monthly feedback at Guiding Coalition Weekly Professional Learning Community (PLC) Collaboration Spring 2023: equity survey and spring parent meetings Aug. 2024 - Data Retreat Spring 2025 - Parent Survey Annual Spring and Fall Data Retreat Data from the Equity Walk Spring 2023</p>
	<p>Have you reviewed the school/district Mission/Vision?</p>	<p>Yes. During the 2017-18 school year extensive time was spent reviewing and modifying our Mission/Vision document including the creation of “Collective Commitments” which will guide our teaching and learning practices. These are revisited, and revised as needed, each year.</p> <p>Yes, the District updated its Mission and adopted its Vision during the 2024-2025 school year.</p>
	<p>How was the comprehensive needs assessment conducted?</p>	<p>Meetings to look at data and ongoing reflection of new data including state and local testing and behavior.</p>
	<p>What were the results of the comprehensive needs assessment? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data? What are the GAPS that were uncovered by looking at the 4 types of data? What are your areas of priority?</p>	<p>In looking at data, our largest gaps in the area of student achievement are with SPED students and our economically disadvantaged students. These will be our areas of priority. These gaps in academic and social/emotional health (particularly those who struggle most behaviorally) will be a priority.</p> <p>We will partner with the Early Reading Project during the 2025-26 school year. It will help to improve reading outcomes for students, especially those students with IEPs and students of color. The Early Reading Project will partner with two DPI coaches: one Implementation Coach, whose focus will be on implementation and system structures, <i>and</i> one Literacy Coach whose focus will be on instructional practices in literacy.</p>

		<p>We spent a significant amount of time during the 2017-18 School year establishing <u>Collective Commitments</u> that help us to define who we are. These Commitments will guide our professional development as well as our school goals.</p>
	<p>How are the school goals connected to priority needs and the needs assessment? It should be clear that a detailed analysis of multiple types of data was conducted to select the goals.</p>	<p>Our school goals are aimed at improving connections and relationships with parents and families, building the social/emotional health of students, literacy and math improvement, All are linked directly to our efforts to support students in all priority areas.</p>
	<p>How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged? How is the school addressing ALL students within the objectives, strategies and activities of the goals, and how is the school going to address those students who are farthest from the standards?</p>	<p>Several goals are related to teacher professional development which will improve instruction and benefit all students. <i>The mathematics goal targets students who show needs of intervention. We look and triangulate data to provide interventions for students who are at risk.</i></p> <p>Tiered supports and interventions are being for students with social, emotional and behavioral needs. Students receiving interventions have been identified as at risk or priority populations from the SAEBRS screener and observational data.</p> <p>Professional Development Plan 2023-24</p> <p>Professional Development Plan 2024-25</p> <p>Professional Development Plan 2025-2026</p>
	<p>What is the teacher turnover rate for each school over time?</p>	<p>The teacher turnover rate over time varies. The rate is impacted by retirement, transfer and reassignment of teachers to other positions (interventionist, administration, etc.).</p>

	<p>How do the poverty rates compare for each school?</p>	<p>Grove’s poverty rate is 73% compared to the district average of 53%</p>
	<p>How does the LEA oversee each school’s schoolwide plan implementation and annual review?</p>	<p><u>Schoolwide planning Timeline</u>: District Level Meetings The Director of Teacher and Learning oversees the plan in collaboration with the Assistant Director of Teacher and Learning</p>
<p>Component 2: Schoolwide Reform Strategies</p>	<p>What are the methods used in each school to strengthen the core academic program, as well as to increase the amount and quality of learning time?</p>	<p>Addressing the social, emotional, and behavioral needs of our students is of our highest priority. Grove utilizes strategies from Reframing Behaviors and Restorative Practices which focus on safety, connection and community first and foremost. We work to build a “School Family” that is built on the premise that strong relationships lead to greater academic learning.</p> <p>A 75 minute late start takes place every Monday morning. This allows for teachers to collaborate regularly with grade level teams as well as interventionists and specialists. Each grade level team has a minimum of 1 hour more per week of common planning time for collaboration. This common time is used to discuss data, plan lessons, determine assessments, and plan interventions for students.</p> <p>Each year a master schedule is created that includes large blocks of uninterrupted time dedication to language arts and mathematics and a minimum of one hour of grade level collaboration each week. Most grade levels have more than that. This common time is used to discuss data, plan lessons, determine assessments, and plan interventions for students. Specialists and interventionists meet with grade level teams as needed.</p> <p>Grove uses a shared leadership model that includes Learn and Lead Teams: Restorative Practices, Joyful Learning, and Home and School Partnerships. Each committee sets annual goals that become part of our professional development plan. Each grade level and special area has a representative on the Guiding Coalition. This team creates the professional development plan and sets work for staff meetings and professional development and makes decisions regarding the Professional Learning Community Goals of the school.</p> <p>During the 2023-24 school year a detailed MLSS (Multi Level System of supports) plan was created to ensure clear classroom level tier 1 support for behavior and academic success that is consistent across the school.</p>

		<p>During the 2025-26 school year, we will be implementing year 3 of Playworks Recess Reboot. This includes training of recess staff as coaches and students as “Jr. Coaches.” This will provide students with support for structured game options at recess, which will lead to fewer conflicts at recess and smoother transition to academic time following recess.</p> <p>Monthly staff meetings and professional development days include opportunities for cross grade level data analysis, collaboration and learning.</p> <p>Strategies used to address our goals include:</p> <ul style="list-style-type: none"> ● PLC and common assessments ● SAEBRS/K-1 Developmental Screener ● Increase parent involvement and understanding of curriculum and instruction ● Reframing Behaviors and Restorative Practices ● Feeling Buddies ● Move This World ● District professional development
	<p>Describe strategies for meeting the educational needs of students who are failing or who are most at risk of failing the state’s challenging academic achievement standards</p>	<p>The MLSS process is used to identify and support students who are at risk of not meeting grade level goals. Students are identified through universal screeners. Interventions are planned for students who are identified as in need. These interventions may be provided by the classroom teacher or by interventionists. Student’s progress is monitored and instruction is adjusted as needed until the goal is met.</p> <p>An intervention period is built into the schedule for each grade - WIN Time. Students get support for math, reading, social, emotional, behavior skills as needed individually. Interventions are done at all 3 tiers and are completed by classroom teachers and specialists.</p> <p>Grove provides services for students with special needs through special education services and services for our English Language Learners through the ESL program.</p>

		<p>Gifted learners are provided enrichment and alternate programming when necessary. Our GT coordinator, the classroom teacher, and parents work together to determine the programming needs of our highest level learners.</p> <p>Students who struggle behaviorally are provided interventions to build social/emotional capacity. These interventions may be delivered by classroom teachers, members of the student services team, or support staff. Our sensory space, Grover’s Den, is a learning space for regulation and sensory support. Students have proactive, scheduled breaks in this space. Our pupil services space, The Forest, is a school wide safe place for students to go to if they need immediate regulation support or alternative learning locations.</p>
<p>Component 3: Instruction by Highly Qualified Staff</p>	<p>Do all of your paraprofessionals meet the ESEA requirements for highly qualified professional staff? If not, how will they achieve them?</p>	<p>Yes. In addition, all paraprofessionals are offered training in SEB supports and strategies i.e. Reframing Behaviors and Restorative Practices</p>
	<p>Do all of the teachers on your staff meet the ESEA requirements for highly qualified professional staff?</p>	<p>All professional staff employed by the Wisconsin Rapids Public Schools District meets the requirements of “highly qualified” teachers under ESEA.</p>
<p>Component 4: Strategies to Attract Highly Qualified Teachers</p>	<p>What specific initiatives has your school implemented to attract high quality teachers?</p>	<p>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.</p>
	<p>What specific initiatives has your school implemented to retain and sustain the level of high quality teachers?</p>	<p>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.</p> <p>Wisconsin Rapids Public Schools District encourages professional development and a culture of professional learning exists within the District. Numerous professional development opportunities are provided for all staff and professional growth is encouraged among all staff.</p>

		DEU classes, resource room, open communication, relationship building, shared leadership and decision-making opportunities.
	What information can you gather in regards to staff perception of your school?	<p>At a district level, the Superintendent's Cabinet meets quarterly to share and discuss concerns of staff.</p> <p>Building surveys are completed each spring to gather feedback on climate and culture as well as learning needs of teachers and staff. An equity survey was done this spring. Extensive surveys with open feedback opportunities took place in the spring of 2019. This was used to inform changes in our leadership and decision-making structure</p> <p>2023 Spring surveys indicated concerns about lack of common understanding of school wide behavior expectations and guidelines. This led to extended staff involvement in changes to our behavior plan and the EMLSS we are working on during the 2023-34 school year.</p> <p>2025 spring surveys were sent to staff about district Staff Perceptions.</p>
	What types of policies would be effective for addressing the shortage while also maintaining or improving teacher quality?	<ul style="list-style-type: none"> ● Recruiting student teachers and interns through partnerships with university career services ● 3-year Mentor/New Teacher program ● Training and professional development opportunities
	What policies and practices might reduce teacher turnover?	<ul style="list-style-type: none"> ● 3-year Mentor/New Teacher program ● Professional development opportunities ● Teacher Compensation Plan ● Professional Development days at the district level ● CII process ● PLC models ● Adult SEB tools
Component 5: High Quality and Ongoing Professional Development	Describe the professional development/learning that the staff will receive that is aligned with the comprehensive needs assessment and the goals of the school improvement plan.	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, with input from CII Committees, and

	<p>Consider what you are including in the ACTIVITIES of your goals. Pay close attention to the issue of P.D. being “ALIGNED” to the C.N.A.</p>	<p>administrators. From this plan, as well as the district strategic plan, each building develops a Building Professional Development Plan.</p> <p><i>The district plan addresses Charlotte Danielson’s 4 Domains with emphasis on building culturally responsive schools, strategies to address social, emotional, and behavioral well-being of students, and best practice instructional strategies. A variety of DEU classes and workshops are offered at the school and district level throughout the year to professional staff.</i></p> <p>Weekly 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 to create SMART goals, plan and review common assessments, and plan for differentiated instruction. Strategy sharing and learning is part of weekly collaboration and student data is studied to determine effectiveness of instruction.</p> <p>Professional development is related to our needs assessment and the goals of the school improvement plan and includes <i>Reframing Behaviors, Restorative Practices, SEB, technology, math, literacy topics (Cox Campus Act 20 Science of Reading training), and best practices in all content areas. The information will be presented in a variety of formats including grade level collaboration, staff meetings, and after-school sessions as funding allows.</i></p>
	<p>Describe how this professional development is “sustained and ongoing.” To illustrate this, describe the p.d. that will be continued from one year to the next and the p.d. that will cycle. Describe the P.D. that is carried on over the course of the year on a given initiative. The point is that “one shot workshops” is not considered “sustained and ongoing.”</p>	<p>School wide Learn and Lead Teams assess and monitor annual goals and each year builds on the previous. Initiatives are multi-year and linked to student data, building goals, district initiatives and PLC work. School staff continuously study and work on brain-based practices that support students socially, emotionally, behaviorally, and academically. School -wide training and application of Reframing Behaviors and Restorative Practices strategies and structures is ongoing. Student-centered coaching is being implemented starting with the 2022-23 school year with the addition of a Student Engagement Facilitator. The SEF also supports teachers in goal setting, learning, and understanding data to support student growth.</p>

	<p>Don't overlook coaching and other forms of embedded P.D.</p>	<p>The PD that occurs in a given year is cyclical and aligned to the needs presented by the current student population and provided throughout the year with district education classes</p>
	<p>Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).</p>	
<p>Component 6: Strategies to Increase Parental Involvement</p> <ul style="list-style-type: none"> • Link • Sample School 	<p>Describe how parents are (will be) involved in the design of the schoolwide plan.</p> <p>How did parents have a VOICE in the schoolwide plan?</p> <p>Have you included parents in other areas regarding "stakeholders"?</p>	<p>GPG meetings in the fall and spring are used to inform, gather input and receive feedback from parents about the Title I plan each year.</p> <p>Fall 2024 Parent Meeting Spring 2024 Parent meeting May 2025 Meeting</p> <p>Parent involvement in education is important. Information is gathered through annual parent surveys to support our work in school improvement. Title I Survey, Equity Survey '20-'21. During the spring of 2023 an equity audit was completed. This included family, student and staff surveys on belonging and gave us detailed data to support our improvement efforts.</p> <p>Information regarding the Title I plan is shared at GPG meetings. Parents provide input in the creation of our school compact and parent involvement policy. Through the GPG, parents have opportunities to help plan and participate in family nights, and are invited to the annual review of our Title I plan.</p> <p>Parents have opportunities to become involved in the instructional program. At the start of each year, we work to create respectful relationships and positive communication with parents by hand delivering invites to families to attend our Back to school open house. A Learn the Routine Night takes place in early September. At this event, parents have an opportunity to meet with teachers to learn about grade level expectations and strategies for supporting students at home. Parents attend conferences and Showcase Night each year which offer opportunities to share and reflect on academic progress. Parents also have the</p>
	<p>Describe how parents are (will be) involved in the implementation of the schoolwide plan. Consider the 10 Schoolwide Components and the role the parents COULD play in each one.</p> <p>In what way can parents help you to carry out the schoolwide plan?</p>	
	<p>Describe how parents are (will be) involved in the evaluation of the schoolwide plan. Be consistent with other areas where you discuss parents as stakeholders in the evaluation of the plan and SW program.</p> <p>Are the parents satisfied with what has been offered to them?</p> <p>How will their input be used to improve the schoolwide program?</p> <p>Share the COLLABORATIVE development of the compact (parent and staff).</p>	

		<p>opportunity to attend family nights throughout the year, many of which focused on literacy, math, the fine arts, and technology,</p> <p>A yearly COMPACT is created with parent, student and teacher agreements. In addition, teachers work with students to develop goals. This compact and student goals are reviewed. They are reviewed periodically during the year and at conferences with parents. Compact</p> <p>Information is shared with parents about our Title I program and our student expectations through various pieces of information that are sent home to families throughout the year, through parent teacher contacts, and monthly newsletters. This information is used to build discussion between parents and teachers to provide the best education possible for each child.</p>
	<p>Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)? Yes or No. If NO, explain WHY.</p> <p>Include a copy of the school level parent involvement plan</p>	<p>Grove Family Involvement Policy</p>
	<p>Describe how the school is carrying out the activities for building capacity for involvement—describe HOW each of these is taking place:</p> <ol style="list-style-type: none"> 1. Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child’s progress and how to work with educators 2. Provide materials and training for parents 3. Training for school staff on the importance of parent involvement 4. Coordinate with parent involvement in other programs in 	<ol style="list-style-type: none"> 1. Parent Teacher conferences, Family Nights, and newsletters will be used to share information on standards and programming. The school and district provides information that allows families to view report cards, test results, etc online via Skyward access. Teachers review this information at conferences and portfolio night. 2. Information is shared with parents with ideas to practice reading, math, and technology skills at our Family Nights. Periodic parent workshops are held on a variety of topics. 3. Our Home and School partnerships (HSP) committee supports staff learning about parent involvement and family engagement. PD goals related to these topics are part of our yearly PD plans. 4. Our HSP committee coordinates family nights and works with other committees in the school to support family engagement across the year in many different areas. 5. We have translators that work in our building on a part time basis. They are

	<p>the school</p> <p>5. Provide information in a format that is understandable to parents</p> <p>6. Provide other reasonable support as requested</p>	<p>able to communicate with parents in Hmong and Spanish.</p> <p>Starting with the 2023-24 school year we implemented Families and Schools Together (F.A.S.T.) program. <i>Families & Schools Together partners with community-based organizations and schools across the U.S. and internationally to implement evidence-based family engagement programs.</i></p>
	<p>Describe how you handle each of these parent groups: accessibility for disabled parents, LEP parents, parents of migratory children.</p>	<p>We have 2 translators that work in our building. They are able to communicate with parents in Hmong and Spanish. Our Spanish speaking aide works closely with migrant families to provide support and assist with resource acquisition for children and parents</p>
<p>Component 7: Transition Strategies</p>	<p>In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?</p> <p>What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?</p>	<p>With community collaboration, the Wisconsin Rapids Public Schools District developed a comprehensive 4K program. Currently, there are both community and district building sites for 4K. Development of the 4K curriculum was done in collaboration with 5K teachers. Ongoing collaboration and communication occurs between the district's 4K and 5K teachers to allow for positive transition of students between the two levels.</p> <p>In addition, early childhood services are provided within the district, as well as at community sites. The district's early childhood teachers collaborate with 4K and 5K teachers regarding curriculum and transition issues for the early childhood students. The early childhood students often attend the 4K and 5K programs for partial or half days.</p>
<p>Component 8: Teacher Participation in Making Assessment Decisions</p>	<p>What tools does the school use to evaluate the efficacy of their strategies implemented for their schoolwide program?</p> <p>How do teachers provide their input into the decisions regarding the use of school-based academic assessments?</p>	<p>The PLC Continuum will guide our reflection and planning related to our PLC work as well as data from the equity walk and teacher reflections around Tier 1 work. The district MLSS work will guide the evaluation of our efforts at each tier.</p> <p>Annual parent and staff surveys are used.</p> <p>Analysis of student achievement data using common assessments based on essential learning outcomes.</p> <p>Teacher learning communities discuss the impact of their instruction at the particular grades they teach and schoolwide. All professional staff meet regularly in grade level groups. In addition, teacher teams use multiple measures to make</p>

	<ul style="list-style-type: none">● How are assessments to be used selected?● What decisions are made based on the assessments?● How is assessment information shared? <p>How are teachers involved in student achievement data analysis?</p>	<p>instructional decisions based on current student data and their professional judgment. As well, the whole building will engage in ongoing conversation and reflection both informally and formally, such as building professional development days.</p> <p>Assessment decisions are a part of each grade-level Collaborative Team, as well as the Academic and Leadership committees. Collaborative assessment review is inherent to the Professional Learning Community model.</p> <p>Teachers have discussed SMART goals and the state standards for Language Arts and Math. Teachers create and/or locate common assessments to measure student progress toward the goals.</p> <p>Here are some data points classroom teachers, EEN specialists, interventionists use when making academic decisions: Reading: Amplify CKLA assessments; STAR is administered three times a year for grades 3rd through 5th. Mathematics: Students in K through 5th grade are screened three times a year on their mathematics progress using the district screeners or STAR math assessment. Common math unit assessments are given and reviewed at grade level collaborations.</p> <p>The results are discussed when determining intervention and enrichment support for students.</p> <p>A calendar of district, building and grade-level assessments has been determined and shared with all staff for consistency of implementation. Both school-wide committees and PLCs work together to interpret data and make instructional decisions.</p>
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<p>Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards</p>	<p>What tools does the school use to evaluate the efficacy of their strategies implemented for their schoolwide program?</p>	<p>Our current educational program consists of support for many of our students in reading and math instruction. Grove staff is using the PLC Structure to implement the Rtl model - universal screening assessments (i.e. aimesweb plus, STAR, SAEBRS), evidenced based interventions, benchmarking and progress monitoring. The help of four Interventionists is also available to K-5 students for the areas of math and reading. Our data team meets quarterly to determine student progress in the areas of reading and math. Our pupil services team (Principal, guidance counselor, social worker and school psychologist, and student engagement facilitator) meet weekly to consider social & emotional concerns with students and discuss tiered interventions for behavior and other social supports. Teachers determine what supports students are receiving and what further supports may be necessary to meet student needs.</p> <p>We are able to serve our special education population through our Speech and language, LD, EBD, and OT programs.</p> <p>We have an English Language Learner support program that is staffed with a half-time teacher as well as 2 bilingual aides. We are able to provide small group and individualized opportunities for students who are learning English.</p>
<p>Component 10: Coordination and Integration of Federal, State and Local Programs and Resources</p>		<p>The District's ESSA Consolidated Plan describes the actions and strategies for Title II and Title III.</p> <p>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.</p> <p>Professional development opportunities occur with support from a variety of funding sources including local funds and Title II funds.</p>