

Our Schoolwide Plan : 2023-2024 Howe and Elementary School

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Throughout this process, we invite you to use a multi-perspective lens around the following considerations:

- All Students: English Learners (EL), students experiencing homelessness, GT

Component 1: Comprehensive Needs Assessment	Who was involved (stakeholders) in the needs assessment process?	The needs assessment process is made up of many stakeholders with various means of data collection. The School Wide Title One Team, all staff, specialists, and parents all contribute.
	When did the needs assessment take place, one time event, over time, etc.	Over time: Monthly feedback at PTC (Parent Teacher Community) meetings Monthly feedback at Shared Leadership Weekly Professional Learning Community (PLC) Collaboration One time event: (completed spring 2023 to inform needs for 2023-2024 year) Parent survey - May Howe Leadership Data retreat day - May Hopes and Dreams survey staff survey - March
	Have you reviewed the school/district Mission/Vision?	December 2021 final approval from staff for new Mission/Vision, follow up Looks Like/Sounds Like/Feels Like Recommitment in September 2023
	How was the comprehensive needs assessment conducted?	Informal discussions, presentations to various stakeholder groups, parent survey, focus group and SWT1 Team input, building leadership team data review, staff survey
	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?	We have a high free and reduced lunch rate 77% of students qualify. Our disability rate is 1 out of every 10 students identified. We have 23% of our population who are in a minority group, of which 9% of our students are Asian, 6.4% Hispanic/Latino Strategies for closing the achievement gaps focus on four key areas: Effective Instruction Student Teacher Relationships Family and Community Engagement School and Instructional Leadership For closing gaps, we were 4% higher than the state average. We have many

		<p>low/low and many high/high students. Click here for the School Report Card for details on our growth rate. We exceeded expectations. Overall, needs were identified in achievement gaps with our free/reduced lunch population, Special Education students and the social/emotional/behavioral health of our students. Early literacy growth has been impacted over the past three years. Kindergarten, and 1st grades are priority for literacy achievement needs.</p> <p>From the parent survey, we found that we needed to be more purposeful with parent involvement and create ways for continual feedback.</p> <p>From the teacher survey we found that we need to focus on engagement and culture in the building so we modified our Wednesday collaboration rotation. Staff meet in grade levels, with specialist teams, and in a committee structure supporting behavior, recess, or literacy one Wednesday a month. We also found we need to incorporate more Social Emotional Learning (SEL) practices into our day.</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 based on SEL and PLCs with a focus on literacy. A review of office referrals highlighted disrespect, disruption, and lack of confidence as our priority social areas for growth. We will continue to support Math and reading success as well as a focus on Trauma, Equity and SEL. The goal of PLC integration supports student success and allows teams of teachers to hone in on achievement data such as screener data, Benchmarks, Common assessments, and ELOs. Our academic data from 22-23 was reviewed at the leadership workshop and the 23-24 reading goal was drafted at that gathering.</p>
	<p>How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?</p> <p>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. Teacher growth on essential learning objectives and common assessments help to clarify a guaranteed and viable curriculum.</p> <p>The academic goal targets students in literacy. We use this data to provide tiered interventions. Many students in our priority areas receive this intervention.</p> <p>Tiered interventions are also used to support students on social and emotional growth. Again many students receiving intervention are from the priority populations.</p> <p>23-24 Professional Development Plan</p>
	<p>What is the teacher turnover rate for each</p>	<p>District data will provide specifics. Howe has had much turnover the past two</p>

	school over time?	years due to retirements, district opportunities, and a veteran staff. 22-23 brought twelve new professional staff to Howe. Bringing on new staff helps an organization be precise with objectives and clear with expectations.
	How do the poverty rates compare for each school?	Current building data as of November 2022 was 78%. .
	How does the LEA oversee each school's schoolwide plan implementation and annual review?	Schoolwide planning Timeline : District Level Meetings, the last meeting was October of 2023. Reminders are sent for timelines and collecting evidence of process.
Component 2: Schoolwide Reform Strategies	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>There are several focus groups and leadership teams that address the academic and behavioral needs for our students which help our school realize our mission and vision:</p> <p><u>Response to Intervention Leadership Team</u>: The building principal, psychologist, and lead interventionists collect and review the following assessment data: PALS, Math K-1 Screeners, Math common assessments, benchmark book levels, STAR reading and math, and state tests. These results are reported periodically to the entire staff.</p> <p><u>Pupil Services Leadership Team</u>: The building principal, school psychologist, school social worker, school counselor, and student services staff members meet weekly to review behavioral data, upcoming events, create action plans for student behavior for those in tier 2/3 of PBA.</p> <p><u>Shared Leadership Team</u>: The building principal and teachers set the direction for professional learning for the building. They use building-wide data, such as student surveys and academic assessments, along with district initiatives to prepare and implement best practice. This team meets monthly prior to the staff meeting to inform and guide decisions about academic and logistical programming.</p> <p><u>Literacy Team</u>: They are the leaders of literacy in the building. They champion best practices and celebrate the growth in literacy. This team reviews and reflects on school-wide data using common assessments and building benchmark data. They support colleagues in following district expectations providing support and feedback.</p>


Playworks Committee: This team is made up of grade level representation, reading interventionists, specialists, Student Engagement Facilitator, and special education staff. They champion best practices and celebrate the growth in the Playworks model. The team reviews and reflects on school-wide recess data.

Positive Behavior Committee: The school social worker, school psychologist, building principal and other teachers review behavioral expectations at the tier 1 school wide level. They use office discipline referral data to initiate interventions for students in small groups (Tier 2) and individually (Tier 3). The team looks at school wide trends and designs supports for those trends. The team is implementing Behavioral Support suggestions from a district approved Solution Tree Resource. We are creating the Howe MLSS with tiers of support with staff input and design.

Parent Engagement: Teachers and the principal work together with parents and families to create positive connections and develop relationships. Activities include PTC meetings, frequent family communications, family nights, and special literacy/math events. We utilize SeeSaw as a building wide communication tool and we have 99% participation rate with SeeSaw.

Professional Learning Community Collaboration: Wednesday early release is an opportunity for teachers to have dedicated time to share data, plan for specific student interventions, uncover learning trends, and answer the four key questions of a PLC.

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

		<p>Howe is in year two of a three year implementation plan.</p> <div style="border: 1px solid gray; padding: 10px; background-color: #f0f0f0;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center;">Characteristics of PLCs</p> <ul style="list-style-type: none"> - Focus on teaching and learning - Supportive leadership - Data Driven discussions </div> <div style="width: 10%; text-align: center;">  </div> <div style="width: 45%;"> <p style="text-align: center;">Effect of PLCs</p> <ul style="list-style-type: none"> - Improved classroom teaching - Increased unity in beliefs about teaching - Increased collaboration </div> </div> </div>
	<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>Data-informed instruction is the basis for student intervention. Several data points are triangulated to identify students in need of intervention. Teachers, EEN specialists and interventionists meet to monitor student progress in interventions. Interventionists monitor and share student progress monthly and/or weekly as required by Response to Intervention guidelines.</p> <p>The following interventions are available for reading, mathematics, and behavior: Tier 2/Tier 3 small group intervention with a specialist, Evidence based practices such as AddVantage Math Recovery, Bridges Intervention, Dreambox, Happy Numbers, Reflex, and Do the Math, Core 5 (Lexia), Quick Reads (Pearson), Sound Partners (Sopris West), Mindplay Virtual Reading Coach, LLI, Check In Check Out, Recess mentors, Future Forward, and WIN (What I Need) intervention/enrichment block daily.</p> <p>Reading and math interventionists meet with grade level teams during PLC rotations (one time monthly). Data Days are held three times yearly to determine student specific intervention needs based on teacher input, district screeners and assessment data.</p>
<p>Component 3: Instruction by Highly Qualified Staff</p>	<p>Do all of your paraprofessionals meet the ESSA requirements for highly qualified professional staff? If not, how will they achieve them?</p>	<p>Yes.</p>
	<p>Do all of the teachers on your staff meet the ESSA requirements for highly qualified professional staff?</p>	<p>All professional staff employed by the Wisconsin Rapids Public Schools District meet the requirements of highly qualified teachers.</p>

		At Howe School, there are 77% of teachers with their masters degree or masters degree plus credits. There are four teachers with their reading teacher certification (316).
Component 4: Strategies to Attract Highly Qualified Teachers	What specific initiatives has your school implemented to attract high quality teachers?	<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>Website information, Facebook Posts, Active PTC, clear mission and vision.</p>
	What specific initiatives has your school implemented to retain and sustain the level of high quality teachers?	<p>The District offers a quality mentoring program to support teachers within their first year in the District. During the first year, monthly “New Colleague” sessions are held on various topics to provide information and support to new staff. A building mentor meets frequently with their mentee. The Howe Principal meets with the mentorship pair each trimester to check in and celebrate success.</p> <p>Wisconsin Rapids Public School District encourages professional development that is a balance of required content and professional choice. A strong 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> <p>Co-teaching reading and time during Professional Learning Community Collaboration enhances the support and timely feedback needed to retain, sustain, and encourage high quality teachers.</p>
	What information can you gather in regards to staff perception of your school?	<p>Each staff meeting ends with exit slips where staff can communicate goals, needs, and concerns. This is a frequent process to collect needs.</p> <p>The Howe Leadership Team meets monthly as a representative body for two way communication. Representatives share concerns or celebrations from their respective teams for discussion.</p> <p>Staff Surveys are collected such as Staff Hopes and Dreams and staff climate surveys.</p> <p>The Superintendent's Cabinet is a district level approach to share concerns.</p>
	What types of policies would be effective for addressing the shortage while also	<ul style="list-style-type: none"> Recruiting student teachers and interns through partnerships with university career services

	maintaining or improving teacher quality?	<ul style="list-style-type: none"> ● Mentor/New Teacher program ● Training and professional development opportunities
	What policies and practices might reduce teacher turnover?	<ul style="list-style-type: none"> ● Mentor/New Teacher program ● New Colleague orientation and monthly classes ● Professional development opportunities ● Teacher Compensation Plan ● Professional Development days at the district level ● Council for Instructional Improvement process ● Professional Learning Community models of early release ● Reduction of defiance/disrespect in children and parents which means we need to teach cooperation and proactively invite parents to share!
Component 5: High Quality and Ongoing Professional Development	<p>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.</p> <p>Consider what you are including in the ACTIVITIES of your goals.</p> <p>Pay close attention to the issue of P.D. being "ALIGNED" to the C.N.A.</p>	<p>Focus groups with goal based on student need</p> <p>Professional Collaboration Teams</p> <p>Proactive and reactive behavioral support strategies</p> <p>The staff develops the building professional development plan, and teachers take part in delivering the professional development as well as outside speakers. The teachers also identify books for book study discussions/outside resources that they believe will reinforce the building's mission and staff development plan.</p> <p>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 subcommittees, administrators, and staff. From this plan, each building develops a building professional development plan. Each staff member also writes a student learning objective.</p> <p>The district's Educator Effectiveness model is focused on the Danielson Framework for Teaching:</p> <ol style="list-style-type: none"> 1) Planning and Preparation 2) Classroom Environment 3) Instruction 4) Professional Responsibilities <p>Howe Elementary School's professional development goals linked here.</p> <p>SLO:</p>

		<p><i>During the 2023-2024 school year, 100% of Howe students who attend Howe 90% of the school year in grades K-5 will show a year's growth on STAR Reading, be at grade level on the district benchmark book assessments, or meet ELA IEP Goals.</i></p> <p>Here are the other areas of focus to achieve our goals:</p> <ul style="list-style-type: none"> ● Units of Study ● Reviewing positive behavior interventions and supports for all staff and students ● Professional Learning Community Leaders ● Diversity, Equity, and Inclusion ● Math Curriculum Bridges ● Data reviews throughout the year ● WIN time supports and resources ● Updated Resource/book room for students to see themselves in the books they read
	<p>Describe how this professional development is “sustained and ongoing.”</p> <p>To illustrate this, describe the p.d. that will be continued from one year to the next and the p.d. that will cycle.</p> <p>Describe the P.D. that is carried on over the course of the year on a given initiative.</p> <p>The point is that “one shot workshops” is not considered “sustained and ongoing.”</p> <p>Don't overlook coaching and other forms of embedded P.D.</p>	<ul style="list-style-type: none"> ● Continual professional development through monthly staff meetings- Social/emotional (Conscious Discipline, Responsive Classroom, Positive Behavior Approach), trauma ● Culturally Responsive Pedagogy-Specifically, culturally responsive teaching acknowledges and infuses the culture of such students into the school curriculum and makes meaningful connections with community cultures. Culturally responsive teaching is designed to help empower children and youth by using meaningful cultural connections to convey academic and social knowledge and attitudes ● Student Engagement facilitator who mentors teachers in their goal development ● Reading/Writing Units of Study supported through Professional Learning Communities check ins ● Focus Groups based on parent involvement, behavioral tier one supports, Literacy, and Playworks ● A focus on learning the keys to a Professional Learning Communities and implementing a 3 year system of growth <p>The professional development 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>

	Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).	
<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>PARENT POLICY</p> <ul style="list-style-type: none"> • Parents on the committee • Parent-Teacher Committee review of parent brochure • PTC meetings in the fall and spring are used for the design and evaluation of the Title I plan each year. • The principal leads Zoom information sessions on the plan to gather feedback and share key ideas during fall PT conferences. • Fall Family Hotdog Supper Kick off Meeting to provide information and start to build strong parent and school staff relationships.
	<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>Howe Parent Involvement Plan</p> <p>Parent involvement in education is important. Information is gathered through parent surveys to support our work in school improvement. Family Nights are focused on fun and learning. Many resources such as books, math games and tips are shared. The use of reading logs and signed planners help teachers and parents communicate homework as well as learning expectations for home practice.</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>Title I Survey May 2023</p> <p>Information regarding the Title I plan is shared at PTC meetings. Parents provide input in the creation of our school compact and parent involvement policy. Through the PTC, 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 the 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 connecting at open house and hosting grade level parent nights such as Kindergarten Family Night. Parents attend conferences and Student Showcase night each year which give us opportunities</p>

		<p>to share and reflect on academic progress. Parents also have the opportunity to attend monthly family nights, many of which focused on literacy, math, 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. The PTC was asked to review the compact for clarity and refinement.</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. Monthly the SWT1 updates are shared with the PTC at the monthly PTC meetings as noted in their minutes.</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>Howe Parent Involvement Plan</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 	<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 Parent Partnership committee supports staff learning about parent involvement and family engagement. 4. Our Parent Partnership 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 1 translator that works full time in our building. She is able to

	<p>in other programs in 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>communicate with parents in Hmong and we can contact a Spanish translator as needed.</p>
	<p>Describe how you handle each of these parent groups: accessibility for disabled parents, LEP parents, parents of migratory children.</p>	<p>When we communicate via Skylert and to specific parent groups if translation needs are present, then documents have an added sentence about who to contact for translation support. We use Seesaw as a home-school connection and there is translation available for communications.</p> <p>IEP meetings and teacher conferences include all staff on their respective teams. Zoom meetings are offered to increase accessibility to all parent groups.</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>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>In June of 2023, Howe hosted a Welcome to Kindergarten Night where students and families were invited to tour the building, meet staff, and have popsicles on the playground.</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>4K district level offerings</p>
<p>Component 8: Teacher Participation in</p>	<p>What tools does the school use to evaluate the efficacy of their strategies implemented for their schoolwide program?</p>	<p>Yearly Parent Survey given to parents help to inform future goals and implementation barriers. Teacher teams use this information to generate plans for our building PD plan and student learning objectives.</p>

<p>Making Assessment Decisions</p>		<p>Building PLC Collaboration supports teacher teams deciding how to best use and modify assessments to gather critical information and meet the differentiated needs of all students.</p> <p>State and local assessments are reviewed for progress monitoring as well as deeper dives into data on data days to plan for refinement to the schoolwide program.</p>
	<p>How do teachers provide their input into the decisions regarding the use of school-based academic assessments?</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>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 instructional decisions based on current student data and their professional judgment. Often strategies of reteaching, small groups, one on one instruction, multi-media approaches are employed after a thorough review of the data. As well, the whole building will engage in ongoing conversation and reflection both informally and formally, such as building professional development days.</p> <p>Common assessments are selected through district CII committees or grade level screeners, or grade level choices.</p> <p>Here are some data points classroom teachers, EEN specialists, interventionists use when making academic decisions:</p> <p>Reading: Benchmark book data is documented digitally for grades K-5th. STAR Early Literacy is given to K - 2nd. STAR Reading is administered three times a year for grades 2nd through 5th.</p> <p>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>Assessment results are recorded in the building's digital data wall, and Educlimber. The results are discussed when determining intervention and enrichment support for students.</p>

<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>Data-informed instruction is the basis for student intervention. Several data points are triangulated to identify students in need of intervention. Teachers, EEN specialists and interventionists meet as needed to monitor student progress in interventions. Interventionists monitor and share student progress monthly and/or weekly as required by Response to Intervention guidelines. The professional collaboration schedules, and a keen eye on progress as well as PLC weekly meeting notes help us to reflect and set additional goals.</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>