

School Support Team Members:

Andrea Jilek-Fifth Grade Teacher, Patti Jakupciak-School Psychologist, Dale Rosen-Special Education Teacher, Michele Kelly-First Grade Teacher, Shauna Peterson- Kindergarten Teacher, Mindy Schupp-Reading Specialist, Chris Petersen-Principal, Todd Groat-Parent

Meeting Documentation: (Dates/Meeting Purpose)

Oct. 22, 2015: Review of School-Wide Plan and the Ten Components, discussion of compacts update and approval from team, rotation of team members-3 year terms, etc.

January 28, 2016: discussion of data days (trends we found), looked for volunteers to attend CESA workday (in February), presented the rotation of team members chart and discussed possibly adding another parent (may not be needed at this point), etc.

March 22, 2016: reviewed membership terms, discussed school-wide plan goals (possibly changing math goal), discussed having an Early Literacy training (replacing PALS testing), etc.

April 26, 2016: discussed data days from 3rd qtr, lengthy discussions about school-wide goals-possible change?, discussed adding a portion to the transition component to schoolwide plan, mentioned member terms of the schoolwide committee...

Ten Title I School-Wide components:

#1 Comprehensive Needs Assessment:

“Conduct a comprehensive needs assessment that identifies specific areas of academic need for all of the various populations of students at the school (including migrant students). As a result of this needs assessment, the resulting plan should reflect:”

*challenging goals- *(see goals listed below)*

*identified areas of instructional strengths and weaknesses- *(see action steps and evaluation listed below)*

*use of data driven decision make- *(see evaluation and needed resources below)*

*a strong understanding of instructional approaches- *(see person(s) responsible below)*

GOAL DEVELOPMENT (Suggested limit of 2 goals)

S-Specific

M-Measurable

A-Attainable

R-Results-Based

T-Time Bound



SMART Goals

GOAL 1:

Objectives: Describe specific outcomes for students	Action Steps: Specific activities that will be accomplished	Evaluation: The extent to which objectives are met	Timeline:	Needed Resources:	Person(s) Responsible
Students receive timely and effective interventions.	Teachers will become more familiar with the district RTI manual and follow decision making rules that have been established.	Teachers turn in intervention sheets with class and individual assessments data yearly	Four times during the school year (once at the end of each quarter), teachers will meet and discuss interventions for individual students (including Title and Sped services) Those interventions are then documented on the data sheets at the data meetings each quarter	Decision making rules: Students qualify for Tier 2 if they meet 2 criteria areas STAR-15 th percentile or lower LEAD Placement-Intensive for 2 units, Early Literacy-Red ID grades 1-2 Students qualify for Tier 3 if they meet 2 criteria areas: STAR-10 th percentile or lower LEAD-Intensive for 4 units Early Literacy-Red ID Kinder-letter id	Grade level teams

GOAL 2:

Objectives: Describe specific outcomes for students	Action Steps: Specific activities that will be accomplished	Evaluation: The extent to which objectives are met	Timeline:	Needed Resources:	Person(s) Responsible
Establish fidelity in Lead 21 (instruction and assessment)	Schoolwide leadership team created non-negotiables regarding instruction and assessment to hold teachers accountable for fidelity	Walk through tool used by principal and teacher lesson plans	Ongoing throughout the year	List of non-negotiables; PD in inquiry and workshop model; walk through tool	Principal and grade level teams

GOAL 3:

Objectives: Describe specific outcomes for students	Action Steps: Specific activities that will be accomplished	Evaluation: The extent to which objectives are met	Timeline:	Needed Resources:	Person(s) Responsible
Increase reading achievement: 80% of students at all grade levels will meet benchmark by the end of the 2015-16 school year as demonstrated on the STAR (40 th percentile and above) and Early Literacy (Spring benchmark) assessments.	PD in running records, workshop model, inquiry, non-negotiables, decision making rules for multi levels of support, assessment literacy for data analysis	STAR, Lead 21 Placement/Instr uctional groups, Early Literacy, State assessment	May 2015-16	Ongoing data analysis in grade level teams, timely and effective instruction and interventions	ALL staff

Student Assessments:

Assessment given:	When:	Grades included:
STAR- Reading/Math	Fall, Winter, Spring	1-6
Early Literacy-Reading/Math	Fall, Winter, Spring	K-2
Lead 21 (Reading)	End of Unit, Quarterly	K-5
Wisconsin State Assessment	Annually	3-6
Math Expressions	End of Unit, Quarterly	K-5
Holt/McDougal Literature (Reading)	End of Unit, Quarterly	6
Go Math!	End of Unit, Quarterly	6
PALS-reading	Fall, Winter, Spring	4K

*After each required submission of assessment data, certified staff meet to discuss concerns about individual student academic progress and need for intervention, etc.

#2 Reform Strategies

“Employ reform strategies designed to improve instruction throughout the school so all children can meet the State’s proficient and advanced academic levels. These strategies should...”

*Strengthen the core academic program through use of effective methods and strategies that reflect scientifically based research

*Increase the amount and quality of learning time and help provide an enriched and accelerated curriculum.

*Include strategies to meet the needs of historically underserved populations, and those students who are most at risk of not meeting the State standards.

	Reading	Math
Universal/Core Program 4K-6	Lead 21	Math Expressions 2013
Selected/Supplemental Programs 1-6	Scholastic resources; SRA direct instruction, Words Their Way, Think Central, Reading A-Z	Accelerated Math, Rocket Math, Mad Minute Math, SRA Direct Instruction, CoolMath
Targeted/Intervention Programs 4K-6	LLI, HELPS, Read Naturally, Elkonin boxes, MAZE, oral reading (fluency/basic)	Accelerated Math, computation/application, cover-copy-compare

Observations/Needs (Based on Data)	Possible Options to Improve Student Achievement
	<p>Team may need to answer the following questions:</p> <ul style="list-style-type: none"> • Which students are in need of additional assistance? • Who provides the additional service? • Are additional resources needed? • Is there professional development needed? • When is the service provided?
Need for decision making rules when identifying students for interventions within the multi levels of support	The RTI committee has created a teacher manual that outlines the process of identifying students in need of interventions. With the development of this handbook and the use of the Building Assistance Team, decision making rules will be readily applied with consistency for those select students.
Need for fidelity in ELA universal instruction and assessment	Schoolwide leadership team created instructional and assessment non-negotiables when working with the Lead 21 program to ensure fidelity horizontally and vertically across grade levels.
Need to increase student achievement in ELA	Providing professional development for workshop model, embedding inquiry, running records and assessment literacy, along with the non-negotiables in ELA (increased fidelity at core) will help increase reading achievement. Decision making rules for identifying students for interventions will also help increase reading achievement.

#3 Highly Qualified Teachers

“Ensure that instruction is provided by highly qualified teachers.”

*Gaylord A. Nelson Educational Center, District of Clear Lake, is committed to only hiring highly qualified teachers as defined by ESSA and will continue to do so in the future.

#4 Professional Development

“Provide high-quality and on-going professional development for teachers, principals, paraprofessionals, and others as appropriate.”

Event/Workshop	Date	Number of Educators Attending	Core Area Impact
Inquiry Project Training	Spring 2015	All certified staff	ELA
Wisconsin State testing/high level questioning	Spring 2015	All certified staff	Math
Response to Intervention and progress monitoring	November 2015	All certified staff	ELA
Running Records Exploration	2016-2017	All certified staff	ELA
RTI/progress monitoring	November 2015	All certified staff	ELA/Math
Differentiated groupings exploration/Lead 21	January 2016	All certified staff	ELA
AR 360 fiction/nonfiction assessments	September/January 2015-2016	4 certified teachers (then presented to all staff)	ELA
CESA trainings/workshops	Throughout the school year	All certified staff	ELA/Math
Book Study	Spring 2016	All certified staff (elementary)	Team building and collaboration
Technology Tuesdays	Winter/Spring 2016	All certified staff	ALL
Early Literacy Training	Summer/Fall 2016	All certified staff (K-2)	Reading/Math
Character Education	Spring 2016	All certified staff (4K-6)	ALL

#5 Parent Involvement

“Increase parental involvement in student achievement, in accordance with the requirements in section 1118.”

Grades	When it occurs?	Description of Event
JK-6	Monthly	PTO Monthly Business Meeting
JK-6	November/April	Book Fair/Movie Night
JK-6	November/April	Parent Teacher Conferences
JK-6	Monthly	School Board Meetings
JK-6	Quarterly	School Leadership Team Meetings

JK-6	Throughout the school year	Field trips
JK-6	Annually	Parent Survey
JK-6	Annually	Review Parent Involvement Policy
JK-6	Annually	Review Student-Parent Compact
JK-6	Two times each school year	Fall Meeting and Spring Annual Review Meeting
JK-6	Fall	Fall (Welcome Back) Open House

*Also to note: Parents are routinely invited to several enrichment activities throughout the school year for students to share their successes/talents and connect his/her individual education to their community.

#6 Transition

“Assist children in transition to next levels.”

Between grades: Cumulative file, reading and math academic file including interventions shared between grade levels (yellow folder for students receiving interventions), mini data days-discussions of transition for students with a variety of needs- including recommendations of high/low needs for reading and math (per individual student)

Grades leaving the building: 6th grade visit in the spring for orientation purposes, student/parent orientation night for incoming 7th graders.

Home to school (for Early childhood students): Home visits by Special Education/Early Childhood staff, end-of-the-year planning meeting between Early Childhood teacher and JK teacher.

Intervention transition (from classroom to small-group Title and/or exiting from Title 1 small group):

*teaching staff determines individual student need for small group/Title (intervention) services by discussing test scores, classroom performance, and/or other components relating directly to the individual student

*teacher informs parents of the need for small group intervention, a schedule is determined for services, and services begin after parents are informed

Exiting from Title/intervention services to classroom

*teaching staff determines the exit of services by reviewing student academic testing scores and classroom performance.

*parents are informed of the change, students are informed of the change then, students have an opportunity to organize their belongings in the intervention room to prepare for returning to the classroom

General education classroom to Special Education classroom/services:

*after all interventions, testing, and referral processing have taken place parents are invited to a meeting to determine Special Education services

*students are then informed by the classroom teacher and/or special education teacher of the change in his/her schedule and are invited to tour the classroom, ask questions, bring school supplies, etc.

*students then begin services in the Special Education classroom as determined by the IEP

#7 Decision making using academic assessments

“Include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.”

*Monthly grade level meetings

*Quarterly mini data day meetings

*RTI process/procedure meetings

*Progress monitoring meetings (common format)

*Math Committee meetings

*Spring Annual Review meetings

*School leadership team meetings

*Building Assistance Team meetings

*Individual Education Plan meetings

*English/Language Arts Committee meetings

#8 Timely and Effective Assistance

“Provide timely and effective assistance for students having difficulty meeting the proficient and advanced levels of academic performance.”

- *Response to Intervention manual (procedure)
- *Building Assistance Team meetings
- *Mini data days for all elementary teachers
- *Fall baseline assessments for reading/math
- *Differentiated groupings-Lead 21 and Accelerated Math (objectives)
- *HELPS
- *Aimsweb

#9 Coordinate with other programs

“Coordinate Title I with the other Federal, State, and local resources, services and programs.”

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| *Special Education | *Trained parent and community volunteers |
| *School Leadership Team | *Field trips within the community |
| *Response to Intervention System | *Guest speakers from the community |
| *Staff Development Committee | *Monthly grade level meetings |
| *Early Intervention Teacher | *Grade level mini data meetings |
| *Monthly staff meetings | *Polk Co. Home/School Liaison |
| *youth sports programs | *Clear Lake Public Library |
| *Rural Dental Clinic | *Polk Co. Flu Shot Clinic |
| *Service Learning Day | *Polk Co. Kinship |
| *Northern Lakes Center for the Arts | *Rotary Club |
| *Polk Co. Child Development Days | *Dental Arts |
| *Clear Lake Fit-n-Fun Fest | *Polk Co. Recycling and Forestry Depts. |
| *Community Theater | *Parent/Teacher Organization |
| *Lions Club | *Clear Lake Fire Department |
| *Community Education programs for youth and adult learners | |

#10 Consultation

“The plan was developed in consultation with the district and its school support team or other technical assistance provider.”

School-wide Plan Developed by:

- Building Leadership Team with input from the community at the Fall and Spring Annual Review Meetings (2014-2015 AND 2015-2016)

Program Evaluation:

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|---|--------------------------------|-----------------|
| *quarterly assessments to help monitor student progress and assist in instructional decisions | | |
| *parent survey | *parent involvement assessment | *teacher survey |
| *Title 1 School Leadership team spring review and planning | | *mini data days |
| *Title 1 Spring Annual Review | | |