

Title I Schoolwide Plan

Lien Elementary and Amery Intermediate School Amery School District 2022-2023

District Leadership Team

Jessica D'Ambrosio, Intermediate School Principal
Paula Johnson, Lien Elementary School Principal
Deb Anderson, Title I
Amy Danielson, Parent
Janice Jensen, Special Education
Jena Kaiser, Kindergarten
Ashley Long, Parent
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Rebecca Pierson, Student Success Coordinator
Carrie Schuh, Reading Specialist
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District Mission

The mission of the School District of Amery is to foster academic excellence, life-long learning, and citizenship.

We believe the School District of Amery is the best place for your student, from their first school day through high school graduation. Contact any of the school offices to see how we can provide your student with an excellent educational experience . . . one family, one community, one school district... Like a Warrior!

District Initiatives

PROFESSIONAL LEARNING COMMUNITIES

The School District of Amery does not "do" PLCs. The School District of Amery is a PLC.

Central to our work in the Amery Schools will be our continued emphasis on professional learning communities (PLCs). The collaboration of PLCs is at the core of all we do, and we are positioned to recommit ourselves to the work of PLCs. Departments have successfully identified the essential learning standards in our curriculum and have written common, formative assessments. These essential standards have been embedded in assessments and assignments, creating a standards-based report card. As a result, parents are now able to understand what their child should know and do in each subject area, at each grade level. This school year will give us the opportunity to once again collaborate on the important work of creating a high-quality curriculum and instruction. We will make plans for the best way to address the learning losses which were created by the gaps in instruction due to the pandemic. The focus of PLCs is to determine what students know and can do. Through this process, our instructors assess how they know students have learned the material. They then decide what curriculum and instruction will be provided for students who have not learned the essential material, as well as what will be provided to those who have mastered it.

- What do we want our students to know and do?
- How will we know if they have learned it?
- What will we do if they haven't learned it?
- What will we do if they already know it?

TRAUMA SENSITIVE SCHOOLS

Making trauma sensitivity a regular part of how our schools function requires everyone - parents, educators, and behavioral health providers - working together in advocacy for our students. *A trauma-sensitive school is one in which all students feel safe and supported. It is a school where the impact of trauma on learning is at the center of the educational mission. It is a place where an ongoing, inquiry-based process allows for the necessary teamwork, coordination, creativity and sharing of responsibility for all students. Lastly, it is a district with educators who are continuously learning about the effects of trauma on students. The School District of Amery staff are intent upon giving the best of ourselves to our students each and every day. To achieve this, it is imperative that we understand the school experience of our children. Over the last few years, the school experience for our students has been more inconsistent than ever before. This unpredictability has likely increased the level of trauma in the lives of our children. Now more than ever, we must be aware of our students' needs - socially, emotionally, and academically. Making trauma sensitivity a regular part of how our schools function requires everyone - parents, educators, and behavioral health providers - working together in advocacy for our students. The trauma sensitive schools approach will be an ever-present component of our educational landscape as we adjust back to normalcy in the upcoming school year.*

POSITIVE BEHAVIOR INTERVENTIONS & SUPPORT (PBIS)

With PBIS, we seek to teach kids about their behavior just as we teach them about academics. The focus of PBIS is preventing, not punishing, inappropriate behavior. The School District of Amery has always had well-behaved students. With purpose, we have systems in place which teach and reward the positive behavior of students. Positive Behavior Interventions and Systems (PBIS) is the systematic manner by which we approach student behavior. With PBIS, we seek to teach kids about their behavior just as we teach them about academics. The focus of PBIS is preventing, not punishing, inappropriate behavior. In recent years, the approach has been to educate our staff on the best strategies by which to address student management with the goal of improving academic performance. Our work with PBIS has been in large part the reason each school building has a strong and supportive climate of learning where stellar academic performance is typically the result. PBIS looks different in each school building due to the age and developmental differences. Yet, the focus throughout the district remains the same. Our staff seeks to teach and reward positive behavior to create a better environment in which to teach and learn. The outcome of PBIS is a direct benefit to the mental health of our students. We have staff trained in PBIS best practices spread across the district. The tremendous efforts of our staff have transformed our school district for the better. Our students and their families are certainly well-served as a result.

Meeting Documentation (Dates/Meeting Purpose):

November 4, 2021	Transition to Title I Schoolwide, CESA Consultant
January 7, 2022	Schoolwide planning, Leadership Team - Review of packet
January 14, 2022	Schoolwide planning, Leadership Team – Schoolwide program purpose discussion
January 17, 2022	Schoolwide planning, Leadership Team - DPI Modules
January 20, 2022	Transition to Title I Schoolwide, CESA Consultant
January 21, 2022	Schoolwide planning, Leadership Team - Plan requirements
January 24, 2022	Schoolwide planning, Leadership Team - CESA Resources Review
January 28, 2022	Schoolwide planning, Leadership Team – Comprehensive Needs Assessment
February 4, 2022	Schoolwide planning, Leadership Team - Goals
February 21, 2022	Schoolwide planning, Leadership Team – Application review
March 22, 2022	Schoolwide planning, Leadership Team – Goals
April 8, 2022	Schoolwide planning, Leadership Team – Draft application

Academic/Behavior SMART Goal (growth or benchmark):

- ELA Adoption
- Math Practices
- FastBridge Implementation

ELA TASKS - Objectives	RESOURCES/PLAN – Action Plan	TIMELINE	PERSON(S) RESPONSIBLE	EVIDENCE OF SUCCESS
<p>Increase reading achievement; 80% of students at all grade levels will meet or exceed the benchmark at the end of the year as demonstrated on the FastBridge (30%ile and above). These would include FastBridge reading universal screener.</p>	<p>Professional Development to support implementation of the new reading curriculum, adopted in 2022-23. Decision making rules for multi levels of support, assessment literacy for data analysis.</p>	<p>Year 1 21-22 planning -selecting new reading materials, pilot (2) reading programs, review and make final determination prior to the 22-23 school year.</p>	<p>Teachers, Building Principals, Grade Level Teams, PLC Committees, Reading Committee Representatives</p>	<p>80% of our students will meet or exceed grade level reading benchmarks (30%ile and above) on FastBridge end of year benchmark.</p>
Math TASKS – Objectives	RESOURCES/PLAN – Action Plan	TIMELINE	PERSON(S) RESPONSIBLE	EVIDENCE OF SUCCESS
<p>Students will have knowledge and regularly use the Eight Standards for Mathematical Practice:</p> <ol style="list-style-type: none"> 1. I can solve problems without giving up. 2. I can think about numbers in many ways. 3. I can explain my thinking and try to understand other’s ways of thinking. 4. I can show my work in many ways. 5. I can use math tools and tell why I chose them. 6. I can work carefully and check my work 7. I can use what I know to solve new problems. 8. I can solve problems by looking for rules and patterns. <p>In teacher language, the K-5 Standards for Mathematical Practice are:</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and appreciate and critique 	<p>Teachers will be familiar with the eight K-5 Standards for Mathematical Practice.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> -display the 8 mathematical practices in their classrooms in “kid language” -engage in staff development in which knowledge and understanding of Mathematical Practices grows -set a professional goal to increase the use of Mathematical Practices in their teaching and practices. -use defined “math talks” a minimum of two times per week. <p>Administrator(s) will:</p> <ul style="list-style-type: none"> -Attend professional development regarding the new WI-Math Standards -Implement phase 1 and phase 2 of the Department of Public Instruction standards 	<p>2022-2023 School Year</p>	<p>Teachers, Building Principals, Grade Level Teams, PLC Committees, Math Committee Representatives</p>	<ul style="list-style-type: none"> -Google Survey regarding the understanding of the Standards for Mathematical Practices - Google Survey regarding the use of “math talks” -Self assessments and goal monitoring -PLC Conversations -Mini-observations (by administration)

<p>the reasoning of others.</p> <p>4. Model with mathematics.</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p> <p>7. Look for and make use of structure.</p> <p>8. Look for and express regularity in repeated reasoning.</p>	<p>rollout</p> <p>-provide resources and professional development time through in-service, PLC, and other professional development times</p> <p>Math Committee Representatives will:</p> <p>-develop professional support(s) for their building level teachers</p>			
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FastBridge TASKS - Objectives	RESOURCES PLAN	TIMELINE	PERSON(S) RESPONSIBLE	EVIDENCE OF SUCCESS
<p>Teachers will use FastBridge Learning for universal screening in the areas of reading and math three times per year (September, January, May) as well as for regular progress monitoring throughout the year.</p> <p>Teachers will use assessment data from the Screening to Intervention report. This report provides recommendations for adjusting class-wide instruction and delivering small group interventions.</p>	<p>Teachers using FastBridge will complete all certification courses required for their position</p> <p>On demand, online courses available in the Training & Resources section</p> <p>FastBridge Knowledge Base access</p> <p>Teachers will engage in PD opportunities (PDH) related to FastBridge implementation</p> <p>Administrators will provide resources and professional development time through in-service, PLC, including FastFlix video access.</p>	<p>2022-2023 school year</p>	<p>Teachers, Building Principals, Grade Level Teams, PLC Committees</p>	<p>FastBridge Certification Compliance Report</p> <p>FastBridge Facts & FAQs PDH attendance log</p>

***Non-Negotiables Include:**

Non-Negotiables for ELA Instruction (for fidelity in universal instruction and assessment):

- The Wisconsin Standards for English Language Arts K-12 (2020) are our guide. Throughout the district, grade level teams have adopted Essential Standards from this guide and developed pacing calendars which outline instructional timelines for each standard deemed essential. Aligned with these are formative assessments that measure student progress. Teachers re-teach and re-assess as needed to get students to mastery.
- The daily ELA block includes 60+ minutes of high-quality whole group instruction as outlined on the school's block schedule. This includes instruction and practice in the Big 5 General Reading Areas (*Report of the National Reading Panel: Teaching Children to Read, April 2000*). These areas are: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. An instructional time guide from FastBridge Learning has been provided to outline the percentage of core instructional time teachers should devote to each reading area based on reading development for grade level and season for the year (fall-winter and winter-spring).
- Teachers use digital and print resources from the K-5 curriculum adopted in May 2022 with fidelity.

Non-Negotiables ELA Assessment:

- Regular and consistent assessment across each grade level.
- Communication of assessment results to key stakeholders.

Non-Negotiables for Math Instruction:

- Regular instruction and assessment of math facts/math fluency reflecting grade level standards.
- Math instructors will use math talks a minimum of 2x per week.
- Math instructors will display mathematical practices in their instructional space.
- Dreambox/Reflex used as a supplement in all classrooms on a regular/consistent basis

Non-Negotiable for Math Assessment:

- Regular and consistent assessment across each grade level.
- Communication of assessment results to key stakeholders.

Non-Negotiables for all Academic Areas:

- Grade level teams meet to collaborate once per 5 or 6 digital day rotation for work on instructional planning, assessment, data analysis, and student support (PLC Meetings).
- Teachers will utilize FastBridge data to drive instruction and support all students.

Non-Negotiables during RTI time:

- During designated Intervention/Enrichment time, grade level teams collaborate for most efficient allocation of resources toward the goal of all students being on task with academic work. The primary purpose of I/E time: extra practice where there is a deficit in skills, or to accelerate learning for students at mastery (ie. silent reading, Moby Max, AR, Epic, Dreambox, Reflex, Lexia Core5 etc.)

Data-driven Decision-Making:

<i>Student Achievement Data:</i>	<i>Curriculum & Instructional Practices:</i>	<i>Student Demographics:</i>
<p>Wisconsin State FORWARD 3-5 FastBridge K-5 Reading Curriculum Resource K-5 Math Expressions K-5 Reflex Math Lexia Core 5 Teaching Strategies Gold 4K State School Report Card District Level Report Cards Fountas & Pinnell SWIS Suite</p> <p><i>*Strengthen the core academic program through use of effective methods and strategies that reflect scientifically based research also including quality learning time and help to enrich and accelerate the curriculum</i></p>	<p>Universal: New Reading program Math Expressions 2018 Walk-through/ Fidelity Checks</p> <p>Surveys: Teachers and Parents</p> <p>Supplemental Programs: SRA Reading Mastery WordsTheir Way Think Central Reading A-Z Accelerated Reader 360 Dream Box Generation Genius Heggerty Primary Phonics Prodigy Math Rime Magic Rode to Code Skills Streaming</p> <p>Intervention Programs: Leveled Literacy Intervention Moby Max Elkonin Boxes Cover-copy-compare Read Naturally FLO Vocabulary FRAX Math Diagnosis & Intervention System (MDIS) Language for Learning Positive Actions System 44 Saxon Math Saxon Reading Second Step Splash Learn Corrective Reading - Decoding Sunday System Sound Partners</p> <p><i>*Include strategies to meet the needs of historically underserved populations, and those students who are most at risk of not meeting the State standards.</i></p>	<p>Enrollment Attendance Truancy Mobility Suspensions/Expulsions Socio-economic demographics EL population Special Education services McKinney Vento Data</p>

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

***The Student Success Team has created a RTI Tiered System of Support that outlines the process of identifying students in need of interventions. With the development of this system and the use of the Teacher Assistance Process, decision making rules will be readily applied with consistency for those select students.*

Addressing the Needs of All Students (timely and effective assistance):

- *Response to Intervention manual (procedure)
- *Building Assistance Team meetings
- *Mini Data Days for each building with classroom teachers
- *Fall baseline assessments for reading and math
- *Lexia Core 5
- *FastBridge
- *Heggerty
- *Read Naturally
- *Saxon Math
- *Corrective Reading

Professional Development:

Event/Workshop	Date	Educators Attending	Core Area Impact
FastBridge Training	10/05/21	Certified Staff	ELA/Math
FastBridge Training	11/02/21	Certified Staff	ELA/Math
FastBridge Training	02/01/22	Certified Staff	ELA/Math
FastBridge Training	03/01/22	Certified Staff	ELA/Math
FastBridge Training	04/05/22	Certified Staff	ELA/Math
ELA Adoption	Cheryl	Reading instructors	ELA
	08/24/21	Certified Staff	
	08/25/21	Certified Staff	
	08/26/21	Certified Staff	
Math Training	Jessica	Math Instructors	Math
	11/08/21	Certified Staff	
	01/24/22	Certified Staff	
	04/29/22	Certified Staff	
PBIS Training	Troy/Lisa	Certified Staff	ELA/Math
Trauma Sensitive School Training	Katie/Kate	Certified and Support Staff	ELA/Math
In-service "The Lost Boys"	09/27/21	Certified and Support Staff	ELA/Math

Family and Parent Engagement:

Grades	When it occurs?	Description of Event
4K-3	Monthly	Parents as Partners Committee Meeting
3-5	Monthly	IPO Committee Meetings
4K-5	Monthly	School Board Meetings
4K-5	Monthly	School Leadership Team Meetings
4K-5	Throughout the school year	Field trips
4K-5	Throughout the school year	Parent Classroom Volunteers
4K-5	Bi-annually	School Perceptions Community Survey
4K-5	Annually	Review Parent Involvement Policy
4K-5	Annually	Review Student-Parent Compact
4K-5	Fall	Welcome Back Meet & Greet
4K-5	August	Orientation Day
4K-3	September	Family Math Night
4K-5	September	Homecoming Activities
4K-5	October/February	Parent Teacher Conferences
4K-5	October/February	Book Fair
4K-5	October	Fall Title I Parent Meeting
3-5	October	School Carnival
3-5	November	School Musical
4K-5	November	Veterans Day
3-5	November	Band Booster Dinner
4K-3	December	Holiday Family Fun Night
3	December	Holiday Concert
3-5	January	Winter Ball
4K-3	January	Reading Incentive Kick Off
3-5	January	Prairie Fire Theatre
2	February	Second Grade Concert
3-5	February	Love Your Library Event
3-5	February	AIM Showcase
3-5	March	Family Bingo Night
4K-3	March	School Carnival
4K-5	April	Art Fair
4	April	Recorder Concert
4	April	Band Sign-up Night
1	April	First Grade Concert
5	May	Fifth Grade Band & Choral Concert
3-5	May	IPO Walk-a-thon
4K	May	Orientation Day for Upcoming School Year
3-5	May	AIM Showcase and Concert
4K-5	May	Track and Field Day
4K-5	May	Track and Field Day
3-5	May	IPO Fun Day
3-5	May	Camp Wapo Experience
4K-5	June	Spring Title One Parent Meeting

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

Engaging Stakeholders in Decision-Making:

- *Trimester benchmark assessments to monitor student progress and assist in instructional decisions
- *Annual Parent Survey
- *School Leadership Team
- *Grade Level PLC Meetings
- *Grade Level Planning Meetings
- *Vertical PLC Meetings
- *Ethnic/Cultural Committee
- *Building Data Teams
- *Data Dig Days
- *Response to Intervention
- *TAP Committees
- *Math Committee Meetings
- *PBIS Tiered Committees
- *Annual Teacher Survey
- *Title One Fall/Spring Annual Reviews
- *Spring Annual Review Meetings
- *Individual Education Plan Meetings
- *Literacy Committee Meetings
- *Title One Leadership Committee

Appropriately Licensed Educators and Paraprofessionals:

- The School District of Amery is committed to only hiring highly qualified teachers as defined by ESSA and will continue to seek highly trained instructors as future positions become available.

Coordinated Efforts with Other Federal, State, and Local Resources/Services/Programs:

- *Special Education
- *School Leadership Team
- *Response to Intervention System
- *Staff Development Committee
- *Early Intervention Teacher
- *Monthly staff meetings
- *Youth sports programs
- *Rural Dental Clinic
- *Fish Restoration Project
- *Northern Lakes Center for the Arts
- *Polk Co. Child Development Days
- *Polk Co. Recycling and Forestry Depts.
- *Polk Co. Kinship
- *Amery Fire Department
- *Amery VFW
- *Amery Police Department
- *PBIS committee
- *Trained parent and community volunteers
- *Field trips within the community
- *Guest speakers from the community
- *Weekly grade level meetings
- *Building data Committee
- *Polk Co. Home/School Liaison
- *Amery Public Library
- *Polk Co. Flu Shot Clinic
- *Amery FFA Chapter
- *Amery Community Club
- *Dental Arts
- *Lions Club
- *Parent/Teacher Organizations
- *Community Ed. programs for youth/adult learners
- *Amery Ambulance Department
- *Power Up (sponsored by: Health Partners)
- *Salvation Army Backpack Program