



School District of Amery

Title I Schoolwide Program Plan

Lien Elementary School &
Amery Intermediate School
2024-2025

Updated September 13, 2024



Achieve like a Warrior!

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Schoolwide Title I Leadership Team Information

Literacy Leadership Team Role	Name
Title I Coordinator & Intermediate School Principal	Jessica D'Ambrosio
Elementary School Principal	Paula Johnson
District Reading Specialist & Elementary Interventionist	Carrie Schuh
Elementary Interventionist	Lynnette Wentz
Intermediate Interventionist	Teri Anderson-Hoyer
Intermediate Interventionist	Jena Kaiser

Team Member Role	Name	Term
5th Grade Teacher Intermediate School	Michelle Yeske	2023-2025
School Counselor Intermediate School	Becca Pierson	
Parent	Ashley Long	
2nd Grade Teacher Elementary School	Jen Melberg	2024-2026
Special Ed. Teacher Intermediate School	Amber Glaser	
Parent	Christine Setter	

Lien Elementary School

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Amery Intermediate School

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Visit our Schoolwide Title I webpage by clicking [here](#)!

District Mission Statement

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

District Initiatives

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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. Each school year gives us the opportunity to once again collaborate on the important work of creating a high-quality curriculum and instruction. The focus of PLCs is to determine what students know and can do. Through this process, our highly qualified educators assess how they know students have learned the material. Then, educators can 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. During PLCs, we seek to answer these questions:

- 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 (TSS)

A trauma sensitive school (TSS) 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. Our district staff members 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. 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 school approach will be an ever-present component of our educational landscape.

POSITIVE BEHAVIOR INTERVENTIONS & SUPPORT (PBIS)

Positive Behavior Interventions and Systems (PBIS) is the systematic manner by which we approach student behavior. Through 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. With purpose, we have systems in place which teach and reward the positive behavior of students. 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.

Schoolwide Title I Plan Meetings

The following list includes the and the purpose of the Schoolwide Title I Plan meetings.

May 22, 2024 - Literacy Leadership meeting - begin planning for 24-25 plan

June 19, 2024 - Literacy Leadership meeting- solidify 24-25 plan, begin planning Schoolwide Title I events

Weekly Friday Literacy Leadership meetings during the school year

-review data, plan events, update and review 24-25 plan, etc.

September 10, 2024- Fall Schoolwide Title I Leadership meeting, solidify 24-25 plan and compacts

Schoolwide Title I Plan Goals

High Quality Instruction		
Goal: We will strengthen the effectiveness of instruction through the use of evidence based practices with high quality materials for the purpose of increasing academic performance.		
ACTION PLAN	PERSON(S) RESPONSIBLE	EVIDENCE OF SUCCESS
<i>Professional Development to support the on-going implementation of the Wisconsin Standards for English Language Arts (2020).</i>	*K-5 Classroom Teachers with Theresa Stanley *ELA Vertical Team *Building Principals	1. Shared ELA Google Drive - Grade Level folders 2. Attendance Records and Training certificates
<i>Professional Development to support the on-going implementation of the Wisconsin Standards for Mathematics (2021).</i>	*K-5 Classroom Teachers *Math Vertical Team *Building Principals	1. Vertical Math Committee Meeting Notes
<i>Ensure cohesive delivery of core instruction of HMH Into Reading and Math Expressions across all K-5 classrooms</i>	*K-5 Classroom Teachers *ELA Vertical Team *Building Principals	1. PLC meeting notes 2. Team meeting notes 3. Vertical team meeting notes 4. Fidelity checks
<i>Deliver explicit instruction of foundational reading skills utilizing HMH Into Reading Structured Literacy lessons (K-2), as well as identified intervention resources (K-5).</i>	*K-5 Classroom Teachers *Interventionists *Building Principals	1. Structured Literacy Module Inventories 2. Diagnostic Assessments

Assessment and Data Analysis

Goal: We will develop and implement procedures and protocols for student data analysis for the purpose of making informed instructional decisions for all students.

ACTION PLAN	PERSON(S) RESPONSIBLE	EVIDENCE OF SUCCESS
<i>Professional Development to support the implementation of the Statewide Reading Readiness Screener, as required by Act 20.</i>	*4K-3 Classroom teachers *Interventionists *Building Principals	1. In-service agenda 2. Attendance records 3. Training certificates 4. Meeting notes as applicable
<i>Evaluate and determine diagnostic assessments to use with identified students</i>	*Literacy Leadership Team	1. Tiered Systems of Support document
<i>Regularly utilize formative and summative assessment data according to the local data decision rules document</i>	*4K-5 Classroom teachers	1. Central access point for all stakeholders 2. PLC notes
<i>Create a flowchart/document to organize assessment protocols related to Act 20 implementation</i>	*Literacy Leadership team	1. Completed flowchart

Communication

Goal: We will strengthen partnerships with families by improving communication within and between teaching teams and individual buildings, for the purpose of increasing student achievement for all.

ACTION PLAN	PERSON(S) RESPONSIBLE	EVIDENCE OF SUCCESS
<i>Create a personal reading plan template for use with all 4K-3 students below the 25%ile on the Reading Readiness Assessment</i>	*Literacy Leadership Team	1. PRP plan template
<i>Collaboratively complete and implement personal reading plans</i>	*Classroom Teachers *Interventionists	1. Completed Plans
<i>Regularly review progress monitoring, formative, and summative assessments during PLC</i>	*4K-5 Classroom Teachers	1. PLC notes
<i>Communicate screening and diagnostic reading assessment results with parents no later than 15 days after the reading readiness assessment is scored</i>	*4K-5 Classroom Teachers	1. Parent Teacher conference attendance records 2. Family folder/spring mailing

Non-Negotiables

Non-Negotiables for ELA Instruction:

- 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.
- Teachers are required to provide science-based literacy instruction in both universal and intervention settings. This is defined in Act 20 as instruction that is systematic and explicit, and consists of the following: Phonological Awareness, Phonemic Awareness, Phonics, Building Background Knowledge, Oral Language Development, Vocabulary Building, Instruction in Writing, Instruction in Comprehension and Reading Fluency.
- The daily ELA block includes 60+ minutes of high-quality instruction as outlined on the school's master schedule.
- Teachers use digital and print resources from HMH Into Reading (2020) with fidelity.

Non-Negotiables ELA Assessment:

- Teachers will use regular and consistent assessments, aligned with the ELA essential standards, to measure student progress. Teachers reteach and reassess as needed to help students reach mastery.
- Assessment results will be communicated 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.

Non-Negotiable for Math Assessment:

- Teachers will use regular and consistent assessments, aligned with the Math essential standards, to measure student progress. Teachers reteach and reassess as needed to help students reach mastery.
- Assessment results will be communicated 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 screening and progress monitoring data to drive instruction and support all students.

Non-Negotiables during WINN/RTI time:

- The primary purpose of WINN/RTI time is for all students to be on task with academic work that targets each student's individual needs.
- Grade level teams collaborate to develop differentiated tiered instruction for students during time allocated on the master schedule.

Data Driven Decision Making

Student Achievement Data	Curriculum & Instructional Practices	Student Demographics
aimswebPlus District Level Report Cards FastBridge K-5 Lexia Core 5 Math Expressions K-5 Reading Curriculum Resource K-5 Reflex Math State School Report Card SWIS Suite Teaching Strategies Gold 4K Wisconsin State FORWARD 3-5	Universal: HMH Into Reading 2020 Math Expressions 2018 Second Step Xello Walk-through/ Fidelity Checks Supplemental and Intervention Programs: Accelerated Reader 360 Advanced Word Study Corrective Reading - Decoding DreamBox Learning Equipped for Reading Success FLO Vocabulary FRAX Generation Genius Heggerty Lexia Core 5 Math Diagnosis & Intervention System (MDIS) Moby Max Morphemes for Little Ones Morpheme Magic Primary Phonics Prodigy Math Reading A-Z Reflex Math R.E.W.A.R.D.S. Rime Magic Rode to Code Sadlier Vocabulary Workshop Saxon Math Saxon Reading Second Step Skills Streaming Soday System Sound Partners SRA Reading Mastery System 44 Think Central UFLI – University of Florida Lit Institute Visual Phonics VoWac Writable	Attendance EL population ED population Enrollment McKinney Vento Data Mobility Special Education Services Suspensions/Expulsions Truancy

Addressing the Needs of All Students

We will address the needs of all students with timely and effective assistance. After each required submission of assessment data, certified staff meet to discuss concerns about individual student academic progress and need for intervention.

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 students.

Professional Development

Event/Workshop	Date	Educators Attending	Core Area Impact
Comprehensive Orton/Gillingham Plus Virtual Training	May 28th - 31st, 2024	Literacy Leadership Team	ELA
CPI Training	Various Summer 2024 Dates	Appropriate staff	TSS
Trauma Sensitive Schools	24-25 school year	Elementary teachers and paraprofessionals	TSS
Training and Implementation of Top Ten Tools	24-25 school year	K-3, special education, Title I, EL teachers, and principals	ELA
HMH Implementation Reading Workshops with Theresa Stanley	September 23rd -25th October 2nd and 23rd February 19th, 26th March 5th, 12th, and 19th	K-5 classroom teachers	ELA
aimswebPlus Training	TBD	Literacy Leadership Team	ELA
BenQ Board Training	August 18 and 19, 2024	IS teachers	ELA & Math
Act 20 Implementation Regional Collaboration	September 23, 2024	Carrie Schuh and Jessica D'Ambrosio	ELA
Reading League Conference	October 4, 2024	Carrie Schuh	ELA
Act 20 Training and Professional Development	ongoing	4K through 3rd grade teachers, Literacy Leadership team	ELA

Family Engagement

In addition to the events below, 4K-5 parents are routinely invited to several enrichment activities throughout the school year for students to share their successes and talents and connect to his or her individual education and community.

Grades	When	Description of Event
4K-3	Monthly	LPO Meetings
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
K-5	Annually	Grade Level Music Concerts and Art Fairs
3-5	August	Fall Title I Parent Meeting at Open House
3-5	August	Warrior Way Parent Presentation at Open House
4K-3	September	Family Math Night
4K-5	September	Homecoming Activities
4K-5	October/February	Parent Teacher Conferences
4K-5	October/February	Book Fair
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
3-5	January	Winter Ball
4K-3	January	Reading Incentive Kick Off
3-5	January	Storybook Theatre
3-5	February	Love Your Library Event
3-5	March	Family Bingo Night
4K-5	March/April	Spring Break Reading Incentive
4	April	Recorder Concert
4	April	Band Sign-up Night
3-5	May	IPO Walk-a-thon
4K	May	Orientation Day for Upcoming School Year
4K-5	May	Track and Field Day
3-5	May	IPO Fun Day
5	May	Camp Wapo Experience
4K-5	May	Spring Title I Parent Meeting

Engaging Stakeholders in Decision Making

The following list includes ways that we will engage stakeholders in the decision making process.

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|-------------------------------------|---|
| *Annual Parent and Teacher Survey | *Response to Intervention |
| *Building Data Teams | *School Leadership Team |
| *ELA Committee Meetings | *Spring Annual Review Meetings |
| *Equity/Diversity Committee | *SST (Student Success Team) |
| *Grade Level Planning Meetings | *TAP (Teacher Assistance Program) Committee |
| *Grade Level PLC Meetings | *Title I Data Dig |
| *Individual Education Plan Meetings | *Title I Fall/Spring Annual Reviews |
| *Math Committee Meetings | *Title I Leadership Committee |
| *PBIS Tiered Committees | *Vertical PLC Meetings |

Appropriately Licensed Staff

The following list includes ways that we are committed to employing appropriately licensed and trained educators and paraprofessionals.

- The School District of Amery is committed to hiring highly qualified and appropriate licensed teachers, as defined by ESSA and Act 20, and will continue to seek highly trained instructors as future positions become available.
- The School District of Amery is committed to providing training for all paraprofessionals to ensure they meet a rigorous standard of quality and be able to demonstrate knowledge of and the ability to assist in instructing reading, writing, and mathematics by taking and passing one of the hiring requirements outlined in ESSA.

Coordinated Efforts

The following list includes the school district's coordinated efforts with Federal, State, and local resources, services, and/or programs.

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|--|---|
| *Amery Ambulance Department | *Lake Wapogasset Lutheran Bible Camp |
| *Amery Community Club | *Lions Club |
| *Amery FFA Chapter | *Local Area Churches |
| *Amery Fire Department | *Northern Lakes Center for the Arts |
| *Amery Historical Society | *Parent/Teacher Organizations |
| *Amery Police Department | *Polk Co. Child Development Days |
| *Amery Area Public Library | *Polk Co. Flu Shot Clinic |
| *Amery VFW | *Polk Co. Home/School Liaison |
| *Amery Woman's Club | *Polk Co. Kinship |
| *Building Data Committee | *Polk Co. Recycling and Forestry Depts. |
| *Chet Johnson Drug Medication Safety | *Power Up (sponsored by: Health Partners) |
| *Community Ed. programs for youth/adult learners | *Rivers Are Alive |
| *Contracted staff through CESA 11 | *Rural Dental Clinic |
| *Dental Arts | *Salvation Army Backpack Program |
| *Field trips within and outside of the community | *Trained parent and community volunteers |
| *Friends of the Amery Area Public Library | *Wordplay Readers |
| *Guest speakers from the community | *Youth sports programs |