

# School Improvement Plan

*GD Jones Elementary School*

*2019 - 2020*



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## GD Jones Elementary Schoolwide Plan

General Information	
School District Name	Wausau School District
School Name	GD Jones Elementary School
School Address	1018 S. 12th Ave.
Building Principal (Name & email address)	Robin A. Franks, rfranks@wausauschools.org
Title I Part A Coordinator (Name & email address)	Andrea Sheridan, asherida@wausauschools.org

Schoolwide Planning Team	
<p>An effective Title I Schoolwide plan must include the engagement and input of members of the school community in order for plans to be comprehensive and effective. A planning team must be assembled to develop and implement a Title I schoolwide program. This plan is to be developed with the engagement of administrators, teachers, parents, and other community members. [ 20 U.S.C. 6314(b)(2); 6318(c)(3)].</p>	
Administrator(s)	Robin A. Franks
Parents (could include PTO officers if shared during PTO meetings)	James & Tosha Seliger - Parents, Kelsey Kislow - Parent, Kathleen Raygo - Grandparent, Robert & Darci Ponshock - Parents, Song Khang - Parent, Nichole Modrzejewski - Parent, Jamie Zarazua - Parent.
Title I Part A Staff (include positions, if applicable)	Robin Franks - Principal, Cindy Tatro - 4K, Ngee Xiong - KDG, Joy Frystak - First, Linda Tomcek - Second, Britta Muschinske - Third, Maria Bakken - Fourth, Alanna

	<p>Ehrike - Fifth, Julie Fernstaedt - EL, Lynn Strehlow - Title I, Amy Smet - Title I, Chong Her - School Counselor, Matthew Mitchell - School Psychologist, Barb Berry - School Social Worker.</p>
<p>Certified Staff <i>(include positions)</i></p>	<p><b>EC Staff:</b> Cory Durbin, Kurstin Kolodziej, Amanda Gebert, Lori Kurszewski, Anne Winter</p> <p><b>4K Staff:</b> Michele Kettner, Pa Houa Lee, Cindy Tatro, Melissa Willemon</p> <p><b>Kindergarten Staff:</b> Joy, Frystak, Sarah Long, Ngee Xiong</p> <p><b>First Grade Staff:</b> Beth Johnson, Olivia Kranz, Kristin Luebbe</p> <p><b>Second Grade Staff:</b> Lisa Hoeft, Jennifer Knee, Linda Tomcek</p> <p><b>Third Grade Staff:</b> Britta Muschinske, Cassie Talwar, Christine Krzanowski</p> <p><b>Fourth Grade Staff:</b> Mariah Bakken, Tricia Wille</p> <p><b>Fifth Grade Staff:</b> Alanna Ehrike, Katelynn Neidner</p> <p><b>Educational Support Staff:</b> Trish Bauer, Jacob Ehlert, Jill Kleman, Mia Lodahl, Molly Mathson, Jaci McKamey, Justine Tolles, Karen Thurs, Jenny Rahn, Kathleen Kostner-Rass, Bethany Van Dong, Denise Wonsil-Michlig</p> <p><b>Interventionist Staff:</b> Diana Ackerman, Matthew Adams, Amy Begley, Julie Fernstaedt, Yeng Her, Amy Smet</p> <p><b>District Title I Literacy Coach:</b> Lynne Strehlow</p> <p><b>Encore Staff:</b> Jennah Guyer, Jenny Knade, Corey Meyer, Samantha Mijal, Jeff Wais</p> <p><b>Student Services Staff:</b> Barb Berry, Chong Her, Matthew Mitchell, Alicia Reimann</p>

<p>Support Staff <i>(include positions)</i></p>	<p><b>Office Staff:</b> Sarah Fisher (EC/4K), Kandyce Oldenburg (K-5)</p> <p><b>Health Services Staff:</b> Kristen Hulstrom, Alexandra Hein</p> <p><b>Out of School Enrichment Staff:</b> Valerie Lahr</p> <p><b>Nutrition Services Staff:</b> Darlene Ringle, Shelley Trapp, Lisa Koenig</p> <p><b>Paraprofessional Staff:</b> Karyn Gelhaus, Brenda Hill, Zer Ly, Paige Mesenberg, Dawn Mijal, Ka Bao Mua, Laurie Romatowski, Josh Steinagel, Kari Ploeger, Pa Thao, SeKathy Thao, Pla Thao, Pang Vang, Ann Yang, Cha Yang, Neng Yang Her, Christine Inman</p> <p><b>Technology Aide:</b> Cody Wanta</p> <p><b>Custodial Staff:</b> Joe Gagas, Bille Baker, Moua Vang, Pa Thao</p>
<p>Others <i>(students, community members, etc.)</i></p>	

<p style="text-align: center;"><b>Schoolwide Planning Process</b></p>				
<p>The following table summarizes the steps and activities of our planning process. This includes planning team meetings, subcommittee work sessions, parent meetings, staff meetings, etc. where planning took place as well as other activities conducted that contributed toward the development of this plan (i.e. needs assessment data collection and analysis, inquiry process).</p>				
<p><b>Meeting Dates</b></p>	<p><b>Agenda Topics/Planning Steps</b> <i>(Add links to agendas, notes, etc.)</i></p>	<p><b>Participants at Meetings</b> <i>(check all that apply)</i></p>		
		<p>Planning Team</p>	<p>All Staff</p>	<p>Parents and/or Community Members</p>
<p>PTO Meetings 2018 - 2019 School Year</p>	<p><a href="#">PTO Meeting Minutes 2018-2019</a></p>	<p style="text-align: center;">X</p>	<p style="text-align: center;">X</p>	<p style="text-align: center;">X</p>

Jones Leadership SIP Planning Meeting May 22, 2019	<a href="#">Culture &amp; Operations</a> <a href="#">PBIS</a> <a href="#">Data, Curriculum and Instruction</a>		X	
September 25, 2019	<a href="#">Jones Technology</a>		X	
PTO Meetings 2019 - 2020 School Year	<a href="#">PTO</a>	X	X	X
Jones Leadership Team Meeting Minutes 2019 - 2020	<a href="#">Culture &amp; Operations Minutes</a> <a href="#">PBIS Minutes</a> <a href="#">Technology Minutes</a>		X	

Comprehensive Needs Assessment	
<p><b>School Mission/Vision</b> Share your school's mission/vision</p> <p><b>Profile/Demographics</b> (See <a href="#">school report card</a> for demographics &amp; data analysis) Describe your school and community in which the school is located</p> <ul style="list-style-type: none"> <li>• Number of students enrolled</li> <li>• % Economically Disadvantaged</li> <li>• % Students w/Disabilities</li> <li>• Racial diversity</li> <li>• etc.</li> </ul>	<p><b>Mission:</b> We commit to provide a safe environment where we help all students learn academic and social skills.</p> <p><i>G.D. Jones Elementary School is a public elementary school built in 1997. In August, 2016, an addition onto the building added 6 additional regular education classrooms, 2 - 4-K classrooms and an early childhood classroom. As of the 1/12/2018 enrollment report, there are 645 EC - 5th grade students enrolled at GD Jones Elementary. In addition to the Early Childhood through fifth grade classrooms, G.D. Jones Elementary School provides 4K services at 8 community outreach sites. 55% of the students enrolled at G.D. Jones Elementary School were White, 31% were Asian, &amp; about 14% were Black, Hispanic, American Indian, and of two or more races. Approximately 56% of the student population qualified for free or reduced lunch. Due to participation in the Community Eligibility Program, all students at GD Jones Elementary are eligible to receive free breakfast and lunch.</i></p>

<p><b>Description of the Process</b> Describe the process used to collect and analyze data and determine the highest priority needs. Include the following:</p> <ul style="list-style-type: none"> <li>● List of data sources reviewed (ex.)             <ul style="list-style-type: none"> <li>○ Stakeholder data -educator’s families, community, students</li> <li>○ Student Achievement-demographic, achievement and growth, graduation rates</li> <li>○ School data-resources, safety, climate, behavior</li> <li>○ Educator data-effectiveness, retention rates, areas of expertise and shortage, job satisfaction</li> </ul> </li> <li>● Explanation of how stakeholders were involved throughout the process</li> <li>● Identification of Gaps within student groups &amp; Root cause analysis</li> </ul>	<p>Various parts of the plan were developed on an ongoing basis throughout the school year. Data sources reviewed to determine the needs of the school include: Educlimber, AimsWeb, FORWARD Exam, MAP Growth and Skills, Report Card data, and classroom assessments. The PBIS Tier I, Tier II and Tier III teams, Rtl team, Culture and Operations team and the Data, Curriculum and Instruction team met weekly and bi-weekly to measure the progress of the school. During the May, 2019 PGD day, the Jones Leadership teams met to review the data specific to their team and to develop improvement plan goals for the 2019 - 2020 school year.</p>
<p><b>Summary of Key Findings</b></p> <ul style="list-style-type: none"> <li>● Include the key strengths</li> <li>● Include areas of need based on data gathered</li> <li>● Connect the findings to the school’s mission/vision and the vision of this plan.</li> </ul>	<p>A variety of achievement and behavior data are collected from multiple sources. Throughout the school year, time is devoted at faculty meetings and professional development days to examine and analyze the collected data for strengths and needs. The PBIS Tier I, Tier II and Tier III teams, Rtl team, Culture and Operations team and the Data, Curriculum and Instruction team meet weekly and bi-weekly to measure the progress of the school. Data sources reviewed to determine the needs of the school include: Educlimber, AimsWeb, FORWARD Exam, MAP Growth and Skills, Report Card data, and classroom assessments.</p>

<h3>School Reform Strategies</h3>	
<p>A comprehensive schoolwide plan must describe how the school will improve academic achievement for all students, particularly the needs of those children who are failing, or are at-risk of failing, to meet challenging State academic standards and any other factors as determined by the LEA. 20 U.S.C. 6314(b)(6) The schoolwide plan must include a description of how the strategies the school will be implementing will- (i) provide opportunities for all children, including each of the subgroups of students(as defined in the state’s ESSA plan) to meet State academic standards; (ii) strengthen the academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum, which may include programs, activities necessary to provide a well-rounded education; (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the State academic standards. 20 U.S.C. 6314(b)(7)(A)</p>	
<p>Evidence-based strategies* that will improve instruction for <b>ALL</b> children, strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.</p>	<p><b>Area of need: Math</b></p> <p><b>Reform Strategy:</b> Seventy-five percent (75%) K-5 students will score At or Above Benchmark in the area of math as measured on the FastBridge Assessment in the spring of 2020.</p>

<ul style="list-style-type: none"> <li>• <a href="#">Explanation/Definition of “Evidence-Based”</a></li> </ul>	<p><b>Rationale:</b> The new math and universal assessment resources were chosen after the completion of a comprehensive vetting process. All professional development will be facilitated by experts who have knowledge of the resources and how teachers can use them to instruct their students. Professional development, at both the district and building level during the 2019 - 2020 school year, will have a focus on the newly adopted math resource, Ready/iReady Math. In addition, Jones staff will receive continued training in the new universal screening assessment, FastBridge. The new math and universal assessment resources were chosen after the completion of a comprehensive vetting process. All development will be facilitated by experts who have knowledge of the resources and how teachers can use them to instruct their students. Beginning January 2020, our science specialist will provide math interventions to students falling below proficient during WIN time.</p>
<p>Evidence-based strategies the school chose to improve student learning, with a focus on addressing the needs of those children who are most at risk.</p>	
	<p><b>Area of need: Literacy</b></p> <p><b>Reform Strategy:</b> Seventy percent (70%) K-5 students will score At or Above Benchmark in the area of Literacy as measured by the FastBridge universal assessment in the Spring of 2020.</p> <p><b>Rational:</b> GD Jones staff will continue to provide SuperKids and Wonders instruction to our students, with fidelity, throughout the 2019 - 2020 school year. Intervention teachers will provide support to students falling below proficient during WIN time.</p>
	<p><b>Area of need: Wellness - Culture and Operations</b></p> <p><b>Reform Strategy:</b> During the 2019-2020 school year, all certified staff will participate in a team building activity one time per month.</p> <p><b>Rationale:</b> Ensure work/life balance as well as maintaining a positive climate and culture at GD Jones will remain a focus of the Jones Culture and Operations Leadership team throughout the 2019 - 2020 school year. Monthly team building activities will allow staff to get to know one another while at the same time create positive, caring relationships.</p>



WSD Whole Child Whole Wausau	
Goal A1 : <a href="#">Achievement Goal #1</a>	
Goal A2: <a href="#">Achievement Goal #2</a>	
Goal A3: <a href="#">Achievement Goal #3</a>	
Goal A4 : <a href="#">Achievement Goal #4</a> SIP Goals: <a href="#">ELA/Math</a>	
Goal OR1: <a href="#">Optimization of Resources Goal #1</a>	
Goal OR2: <a href="#">Optimization of Resources Goal #2</a>	
Goal P1: <a href="#">People Goal #1</a>	
Goal P2: <a href="#">People Goal #2</a>	
Goal P3: <a href="#">People Goal #3</a>	
Goal S1: <a href="#">Service Goal #1</a>	
Goal S2: <a href="#">Service Goal #2</a>	
Goal S3: <a href="#">Service Goal #3</a>	
Goal W1: <a href="#">Wellness Goal #1</a>	
Goal W2: <a href="#">Wellness Goal #2</a> SIP Goal: <a href="#">Work/Life Balance</a>	

  

Tools and Processes for Monitoring Progress	
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<p>Describe the tools and processes you will use to regularly monitor and revise the schoolwide plan.</p> <ul style="list-style-type: none"> <li>• What benchmarks were established in your action steps that can be used for annual evaluation of the plan?</li> <li>• What assessments were used to measure the established benchmarks?</li> </ul>	<p>Universal Screening of all K - 5 students will allow classroom teachers to analyze classroom data with their peers during weekly PLC meetings. Data will be shared, weekly, with building principal. Collaborative PLC meetings held with interventionists, classroom Teachers, and District Math and Literacy Specialists will allow team discussion of the data.</p> <p>Weekly RtI-A/B meetings will allow classroom teachers, educational support and pupil services staff to discuss academic and behavioral concerns and ways in which to provide interventions to support students.</p> <p>Bi-Weekly Leadership Team meetings will allow teams to monitor progress toward the goals and make suggestions for adaptations if needed.</p> <p>AimsWeb and Educlimber Assessment data, as well as staff feedback was used to determine action steps and establish benchmarks for our goals.</p>
<p>Describe the tools and processes you will use for ongoing student progress monitoring and reporting to parents.</p>	<p>Student progress will be monitored through the use of both formal and informal classroom assessments. In addition, our newly adopted math resource will allow classroom teachers to assess student knowledge skills to determine where gaps may exist through formative and summative assessments. The knowledge of those gaps will allow classroom teachers to work with their colleagues and the interventionists to determine how to support the closing of the gaps. During the 2019 - 2020 school year, our Science Specialist will provide 5 additional hours of classroom interventions in the area of math to students who need additional support with their math learning.</p>
<p>Describe the support you provide for students having difficulty mastering standards. How will you know if the supports are effective?</p>	<p>During the 2019 - 2020 school year, our Science Specialist will an additional 5 hours of classroom interventions in the area of math to students who need additional support with their math learning.</p> <p>Additionally, classroom teachers will continue to provide extra math support to students as needed.</p> <p>Regular review of classroom assessments, FastBridge and progress monitoring scores will allow us to determine the effectiveness of the support.</p>

**Instruction by Appropriately Licensed Staff (Title 1 school requirement)**

All teachers and paraprofessionals working in a program supported with Title I funds must be appropriately licensed. This would included any instructional paraprofessionals working under IDEA within a Title I schoolwide school. Section 1111(g)(2)(J)

<p>Include staff licensing for building staff <i>If you have any staff that are not appropriately licensed, how are they achieving licensing?</i></p>	<p>Work with HR to determine licensure requirements for building staff and appropriate applications are submitted to DPI for approval.</p>
<p>Document that support staff meet hiring requirements <a href="#">Paraprofessional Hiring Requirements</a></p>	<p>Define Title 1 requirements in job description and WECAN posting.</p>

<p style="text-align: center;"><b>Strategies to Increase Parent and Family Engagement</b></p>	
<p>Evidence-based strategies for ongoing parent engagement, including parent engagement strategies to improve student learning (as required under ESSA Section 1116(c)(3))</p> <p>Describe how families are engaged in the</p> <ul style="list-style-type: none"> <li>● design of the schoolwide plan</li> <li>● implementation of the schoolwide plan</li> <li>● evaluation of the schoolwide plan</li> </ul> <p><i>How will you know that families are satisfied? How will their input be used to adjust? How will the compact be developed?</i></p>	<p>GD Jones staff will continue to work to involve parents through the continued focus on building our PTO. Work in this area began during the 2019 - 2020 school year and will continue during the 2019 - 2020 school year. Jones staff are working to implement “classroom parents” as a way to involve all parents. Classroom parents will attend monthly PTO meetings and will provide the parent voice. Feedback received during the monthly PTO meetings will be used to reflect and adapt. The 2019 - 2020 school improvement plan as well as the District Strategic Plan goals will be shared with parents via the Jones Webpage as well as during our first PTO meeting in September of 2019. We will hold our Annual Title I meeting January 14, 2020 during which I will share what Title I programming at GD Jones Elementary looks like. We will continue to monitor our progress toward the goals monthly. During our April and May PTO meetings, the 2020 - 2021 School Improvement Plan planning process will begin with parents having an opportunity to provide their thoughts and input into drafting goals.</p>
<p>Include a copy of your Title I Parent and Family Engagement policy that addresses how the school carries out the required activities of ESSA.</p>	<p><a href="#">Title 1 Parent and Family Engagement Policy 5420</a></p>
<p>Describe how the school is carrying out the activities for building capacity for engagement</p> <p>Include a description for each of the following:</p> <ul style="list-style-type: none"> <li>● Provide assistance to parents to understand content standards, assessments, literacy training, technology, Title I programming, monitoring child’s progress and how to work with educators</li> <li>● Provide materials and training for parents</li> </ul>	<p>Open House, Parent Teacher Conferences, Newsletters, School Messenger, Report Cards, Family Involvement Nights, PTO Meetings, Monthly Title I meetings, and Annual Title I Parent Meeting are many ways in which staff at GD Jones will have an opportunity to help parents understand their child’s education and how their involvement will aid in their child’s educational success. GD Jones is fortunate to have a Hmong interpreter who assists with both written and verbal communication for our Hmong families. When we are able, Jones staff works hard to incorporate culture into our presentations to the students and their families. Multiple formats allow the information to be disseminated in a way that is understandable.</p> <p><a href="#">GD Jones 2019 - 2020 Annual Title I Meeting Agenda</a></p>

<ul style="list-style-type: none"> <li>• Train school staff on the importance of parent involvement</li> <li>• Coordinate with parent involvement in other programs in the school</li> <li>• Provide information in a format that is understandable to parents</li> <li>• Provide other reasonable support as requested</li> </ul>	<p><a href="#">GD Jones 2019 - 2020 Annual Title I Meeting</a></p>
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**Communication Plan (please expand and add links)**

A school shall make the schoolwide plan available to the LEA, parents, and the public (e.g. tribal leaders and community members) in an understandable and uniform format, and to the extent practicable, provided in a language that parents can understand. ESEA Section 1114(b)(4)

<p>How will you communicate the schoolwide plan (e.g. website, letters, School Board minutes, etc.)?</p> <p>You must demonstrate that the schoolwide plan was made available to the LEA, parents, tribal leaders, and the public in an understandable way</p>	<p>*PTO Meetings - The GD Jones School Improvement Plan will be shared at an annual Title parent meeting to be held in conjunction with a PTO meeting - date yet to be determined.</p> <p>*Newsletter - Information informing parents of where and how they can access the GD Jones School Improvement plan will be published in the GD Jones Pony Express, a bi-weekly publication.</p> <p>*Website - Information regarding the date of the Annual Title I meeting will be posted on the Jones website with a link to the presentation being made available after the meeting.</p>
<p>Describe how this plan will be reviewed and revised annually with the building level staff and district leaders and then shared with the school board.</p>	<p>This plan will be reviewed and revised as needed based upon assessment outcomes. The Jones Leadership teams will have an integral part in the review and revise process. This plan has been made available to district level staff and is included in the WSD 5-year Strategic Plan, Whole Child-Whole Wausau, which will be made available to the board of education.</p>

**Coordination and Integration of Federal, State and Local Funds and Services**

Describe how the school will implement the programs previously described, a description of how Title I resources and other resources will be coordinated to support student achievement and growth goals in the school improvement. Utilization of resources is in compliance with federal requirements. (20 U.S.C. 6314(b)(5))

<p>Description of how resources from Local, State and Federal Title I, Title II, Title III, Title IV and IDEA and other sources will be used so duplication of services does not occur.</p> <p>Examples of coordinating programs to consider coordination and collaboration are:</p> <ul style="list-style-type: none"> <li>● Title Programs</li> <li>● Career and Technical Education</li> <li>● Nutrition Programs</li> <li>● Homeless Programs</li> <li>● Head Start</li> <li>● Violence Prevention Programs</li> <li>● Adult Education</li> <li>● Job Training</li> <li>● Family Literacy</li> </ul>	<p><b>Title 1 resources are allocated in the following manner:</b></p> <p>Staff salaries and benefits: certified reading and math teachers are hired to supplement the current staffing plan for the Wausau School District</p> <p>Parental Engagement: resources are purchased based upon school goals and action steps</p> <p>Curricular resources to supplement a guaranteed and viable curriculum in literacy and math</p> <p>Professional Learning to supplement the district professional learning options</p> <p>Provide support, including transportation for homeless students</p>
<p>Identify the different funding sources to determine where coordination and integration can occur based on program purpose and content.</p> <ul style="list-style-type: none"> <li>● Coordinate and do not duplicate</li> <li>● Clarify activities and services</li> <li>● Make connections</li> </ul> <p>Coordination of services that have common federal requirements are:</p> <ul style="list-style-type: none"> <li>● Professional Development</li> <li>● Parent and Community Engagement</li> <li>● Violence Prevention</li> <li>● Family Literacy</li> </ul>	<p>Fund 80            General Fund Balance - Wausau School District            Safe Schools Grant            Achievement Gap Reduction Grant            21st Century Funding            Title 1            Title 2            Title 3            Title 4            Carl Perkins Funds</p>

<b>Teacher Participation in Making Assessment Decisions</b>
How will your school use assessment data to monitor student achievement and growth?

<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"> <li>● How are assessments selected?</li> <li>● What decisions are made based on the assessments?</li> <li>● How is assessment information shared?</li> </ul>	<p>Universal Screening of all K - 5 students will allow classroom teachers to analyze classroom data with their peers during weekly PLC meetings. Data will be shared, weekly, with building principal. Collaborative PLC meetings held with interventionists, classroom teachers, and District Math and Literacy Specialists will allow team discussion of the data.</p> <p>Weekly Rtl-A/B meetings will allow classroom teachers, educational support and pupil services staff to discuss academic and behavioral concerns and ways in which to provide interventions as a way to support students.</p>
<p>How are teachers involved in student achievement data analysis?</p>	<p>Universal Screening of all K - 5 students will allow classroom teachers to analyze classroom data with their peers during weekly PLC meetings. Data will be shared, weekly, with building principal. Collaborative PLC meetings held with interventionists, classroom teachers, and District Math and Literacy Specialists will allow team discussion of the data.</p> <p>Weekly Rtl-A/B meetings will allow classroom teachers, educational support and pupil services staff to discuss academic and behavioral concerns and ways in which to provide interventions as a way to support students.</p>

<p style="text-align: center;"><b>Strategies to Attract and Retain High-Quality Teachers</b></p>	
<p>What specific initiatives do you or will you use to attract and retain high-quality teachers?</p> <p>How will you sustain a level of teachers?</p>	<p>ATTRACT a diverse workforce of talented leaders, increasing the number of applicants by 5% each year using effective recruitment strategies and a competitive compensation package.</p> <p>HR will track the number of applicants each school year and increase that number by 5% each year. HR will:</p> <ul style="list-style-type: none"> <li>- Be at the table to develop competitive wages and benefits</li> <li>- Track the number of diverse applicants and diverse new hires each year</li> <li>- Develop a “Grow your own” program for staff to become teachers</li> <li>- Be visible players at the table for recruitment</li> </ul>
<p>What policies would be effective for addressing a shortage while also maintaining or improving teacher quality?</p>	<p>RETAIN by fostering a work environment that increases employee engagement.</p> <p>HR will establish a baseline for employee turnover in all groups and decrease by 3%.</p> <ul style="list-style-type: none"> <li>- Modify the compensation model</li> <li>- Identify first year turnover and develop goals and objectives to decrease this number</li> </ul>

<p>What policies and practices may reduce teacher turnover?</p>	<ul style="list-style-type: none"> <li>- Identify a qualifying exit reason using Exit Interview data</li> <li>- Expand mentoring program to include all employee classifications</li> <li>- Develop an employee recognition program</li> <li>- Establish open dialogue with Stay Interviews with current staff</li> <li>- Enhance an onboarding program at the school level that includes observing others teaching, receiving feedback, taking courses in teaching methods, learning theory, and selecting instructional materials.</li> </ul>
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<b>High Quality and Ongoing Professional Development</b>	
<p>Describe the professional development that the staff will receive that is aligned with the needs and goals identified through the needs assessment.</p>	<p>Each campus works with the Directors of Education for the Wausau School District to plan district professional development opportunities. During the 18-19 school year, teachers participated in several professional learning opportunities aligned with improving math proficiency for all students in the Wausau School District. Elementary staff worked with representatives from the Mathematics Institute of Wisconsin to deepen their understanding of Core Content State Standards in math while deepening their understanding of the eight standards for mathematical practice. During the 19-20 academic year, our professional development will continue to be focused on 1:1 technology integration, instructional equity, EduClimber (data management tool), FastBridge (universal screening tool), and our new K-5 math resources. Staff will also engage in collaborative learning opportunities focused on the work of John Hattie, Ross Greene, Jon Saphier, Mary Ann Haley-Speca, and Robert Gower. In addition to our professional learning around the research to build and advance high-quality instructional practices across all K-12 grade content areas, building level teams will focus on BrightBytes Survey results. Recognizing that digital communication increases student engagement by connecting them with a broader “real world” audience and fosters increased levels of collaboration and learning. Staff will work collaboratively to incorporate action steps that provide access to digital communication options embedded in daily instruction.</p> <p><b><i>School-specific information added by campus principal if applicable.</i></b></p>
<p>Describe how professional development is “sustained and ongoing.”</p>	<p>information added by the campus principal</p>

<b>Transition Strategies</b>
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<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>For all students enrolled in 4K through the Wausau School District, the following program-level transition planning strategies are used to facilitate a seamless transition from preschool based services to kindergarten:</p> <ul style="list-style-type: none"> <li>- Use of a common transition form across multiple program sites and schools. A common transition form is completed for all children enrolled in 4K in the Wausau School District. This form is shared with the receiving school in the spring prior to the students kindergarten year.</li> <li>- The 4K multi-tiered system of support team works acts as a liaison between 4K programming sites and receiving elementary school teams.</li> <li>- 4K/K professional learning community conversations occur 4 times a year at four 4K academy locations. These conversations focus on the alignment of standards, curricula, instruction, and assessments between 4K and kindergarten as well as individualized student support and problem solving.</li> <li>- Teacher-to-teacher conferences between 4K and K teachers occur on an individual as needed basis in the fall of the kindergarten year.</li> <li>- Data is shared via Educlimber system.</li> </ul> <p>The following building-level child and family strategies are used to promote a smooth and successful start for all students entering kindergarten:</p> <ul style="list-style-type: none"> <li>★ Contact families of incoming KDG students prior to the beginning of the school year supporting a positive home-school relationship in order to increase kindergarten success</li> <li>★ Kindergarten teacher visits to the preschool classroom</li> <li>★ Workshops and networking for parents of young children (PTO)</li> <li>★ Attendance at school wide events for families and children</li> <li>★ Kindergarten orientation sessions before school starts</li> <li>★ Parent-child learning programs held in schools</li> <li>★ Meeting with parents, phoning or sending home information about kindergarten programs</li> <li>★ Inviting parents and children to visit the kindergarten classroom prior to the start of the school year</li> </ul>
<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>Research indicates that the successful coordination between preschool and kindergarten helps to lay the groundwork for a child’s positive school experience. When a young child transitions successfully, he or she is more likely to enjoy school, show steady growth in academic and social skills, and have families who are more actively engaged. With this in mind, all 4K programs in the Wausau School District are designed to intentionally educate, involve, and inform parents of the foundational skills needed as a base for learning. All 4K parents of children attending a Wausau School District 4K program have the opportunity to</p>



	<p>attend nine different parents at school activities that focus on developing skills in the areas of social emotional, language and literacy, early mathematics, physical well being and motor, fine motor/handwriting, and early scientific development. In addition, information on early childhood development is shared through a bi-weekly written newsletters.</p> <p>GD Jones Elementary is one of four, 4K Learning Academy sites. Pre-Kindergarten teachers meet weekly as a grade level team to analyze student data to inform their instruction. Monthly, 4K and KDG teachers meet to discuss a variety of topics relevant to the development and needs of a 4K student as they transition to KDG.</p>
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<b>Improving Students’ Skills Outside the Academic Subject Areas</b>	
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<p>This component may include strategies such as counseling, school-based mental health services, specialized instructional support services, mentoring services, etc.</p>	<p>Increase and improve staff understanding and execution of behavior strategies through mental health training, social emotional training, threat assessment training and building level CPI training. As a result, students will have more direct teacher contact time as less time will be spent on behavioral issues.</p> <p>In June of 2018, the GD Jones Campus principal attended “Wisconsin School Threat Assessment Protocol” training presented by the Wisconsin Department of Justice. As a result of the training, GD Jones will form a School Threat Assessment Team that will define prohibited and concerning behaviors and develop risk management options that will create and promote a safe school climate. In addition, GD Jones campus principal attended a twelve hour “Adolescent Mental Health Training” to learn how to establish a link between the roles and responsibility of the School Resource Officer and the skills and concepts around adolescent development, mental health, and crisis intervention to improve outcomes for the students of GD Jones as well as the community.</p> <p>Continued counseling of students with our School Counselor and outside agency counselor provides an avenue on which students can continue the work to improve their social/emotional skills.</p>
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<b>Preparation For &amp; Awareness of Post Secondary &amp; Workforce Opportunities</b>	
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<p>This component may include career and technical education programs, broadening secondary students’ access to coursework to</p>	<p>All students have opportunities to explore the 16 career clusters through a variety of Career and Technical Education programs. Courses are offered in Agriculture and Natural Resources, Family and Consumer Sciences, Marketing and Business, and Technology</p>
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<p>earn postsecondary credit while still in high school (ie. Advanced Placement, International Baccalaureate, dual enrollment, or early college high schools).</p>	<p>Education and Engineering. The Wausau School District also partners with business and industry to align programs to community needs with school to work programs such as Youth Apprenticeship, Internships and business opportunities.</p> <p>Both Wausau East and Wausau West have full time Career Center Coordinators who support all students in the career development process. Students receive support in dual credits, college applications, scholarships, job placement and many more resources for postsecondary and workforce readiness.</p> <p>Students in the Wausau School District have access to Advanced Placement courses at Wausau West High School and through Wausau Area Virtual Education. Students at Wausau East High School have access to International Baccalaureate courses. Students at Wausau East and West have a variety of dual enrollment courses available in conjunction with Northcentral Technical College. All students have access to the Early College Credit Program and Start College Now programs offering students both high school and college credit for courses taken through these programs.</p>
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<b>Schoolwide Systems to Address Behavior</b>	
<p>This component may include strategies to build schoolwide tiered support to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under IDEA.</p>	<p>Bi-weekly meetings of the RtI-B team allows classroom teachers to discuss behavior concerns with colleagues to brainstorm possible strategies to support the behavior.</p>