School Improvement Plan

Hawthorn Hills Elementary School - In Progress

2019-2020

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Hawthorn Hills Elementary School Schoolwide Plan

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General Information	
School District Name	Wausau School District
School Name	Hawthorn Hills Elementary
School Address	1600 Kickbusch Street; Wausau, WI 54403
Building Principal (Name & email address	Lyzette Maroszek lmaroszek@wausauschools.org
Title I Part A Coordinator (Name & email address)	Andrea Sheridan, asherida@wausauschools.org

Schoolwide Planning Team	
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)].	
Administrator(s)	Lyzette Maroszek, Principal
Parents (could include PTO officers if shared during PTO meetings)	Sara Valinski -Co President Amber Bergman - Co President Veronica Sazaman - Secretary - parent Mai Yang Xiong - Treasurer - parent Claire Parish - parent Ashley Krenz - parent Andi Roberts - parent Robert Grabael - parent

Title I Part A Staff *(include positions, if applicable)*	Andrea Sheridan, Title 1 Coordinator
Certified Staff *(include positions)*	Karen Decker, kinder Aaron Werth, kinder Charity Gasall, gr 1 Debbie Watson, gr 1 Becky Pagel, gr 2 Terri Johnson, gr 2 Kathy Wiechmann, gr 3 Miranda Huhnstock, gr 3 Kia Thao, gr 3 Monica Hanz, gr 4 Marilyn LaPorte, gr 4 Travis Knopf, gr 5 Michelle Klug, gr 5 Megan Richardson - Special Education Kim Schurter - Special Education Jenna Knoedler - Special Education Deb Schultz - Special Education Heather Duesselmann, Science Melora Cumberland, Music Kristine Lindberg, Art Darci Mick Beversdorf, Gym Nanci Xiong, Gym Kim Gilbertson, Library
Support Staff *(include positions)*	Jennie Larson-Fritcher, Speech Jaci McKamey, Speech Laura Straub, Title 1 Jennifer Spear, Title 1 Yer Vang, ELL

	Matt Adams, GT Mao Lee, Guidance Dana DeWinter, Enrichment Coordinator Megan Berger, Social Worker Alicia Reimann, School Psyche
Others *(students, community members, etc.)*	

Schoolwide Planning Process				
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).				
Meeting Dates	**Agenda Topics/Planning Steps** (Add links to agendas, notes, etc.) Any Faculty Meetings where you talk about this include dates.	**Participants at Meetings** (check all that apply)		
		Planning Team	All Staff	Parents and/or Community Members
August, 2019	Kinder Orientation with Parents and Students Kinder Orientation		x	x
August 28, 2019	Review School Improvement goals and PBIS. Staff Meeting		x	
September 25, 2019	PLC Data Review with Julie Spalding - Now weekly meeting. FastBridge Report Information	Julie Spalding	x	
October 16, 2019	Grade level data presentations to inform the goal setting/monitoring process Presentation		x	

November 18, 2019	Data Dig all grade levels, ELL and Title: began all-school intervention spreadsheet	Lynne Strehlow		
Nov, 2019	Blooms Taxonomy and Instructional Technology Blooms	Jon Euting and Tech Team		
December 12, 2019	Data Dig All grade levels, Title and ELL Teacher - Instructional Equity Instructional Equity / Seesaw	Lynne Strehlow	X	
January 5, 2020	Annual Title 1 Parent/Engagement Meeting Title Presentation		x	PTO and Certified Staff
January 8, 2020	Equity and Differentiation 2 to 3 hour sessions on differentiating with small groups based on assessment data	Lynne Strehlow and Amy McGovern	Grade Band PLC teams: K-1, 2-3, 4-5	
January 22, 2020	Mid-Year Overview to inform goal monitoring and revision process.	Lynne Strehlow	x	
February 21, 2020	Mid-Year data review and school improvement goal update Presentation	Lyzette Maroszek	x	PTO and Certified Staff
February 21, 2020	Grade level data presentations to inform the goal revision/monitoring process	Lyzette Maroszek	x	
March 18, 2020	Grade level data dig with Title, and ELL	Lynne Strehlow	x	
April 22, 2020	Grade level data dig with Title and ELL	Lynne Strehlow	x	
May 20,	Grade level data dig with Title and ELL	Lynne Strehlow	x	

2020				
May, 2019	End of year data overview to inform goal monitoring and revision process	Lynne Strehlow	x	
May, 2019	Grade level data presentations to inform the goal revision/monitoring process	Lynne Strehlow	x	
June, 2019	End of Year data review and school improvement goal updates	Lynne Strehlow	x	PTO and certified staff

Comprehensive Needs Assessment

| **School Mission/Vision**
Share your school's mission/vision

Profile/Demographics (See school report card for demographics & data analysis)
Describe your school and community in which the school is located
● Number of students enrolled
● % Economically Disadvantaged
● % Students w/Disabilities
● Racial diversity
● etc. | **Mission Statement (This will be reviewed and revised with staff)**
Mission Statement of Hawthorn Hills Elementary School: Teachers, parents, and community members working together in a positive environment to provide the tools and opportunities for each child to attain high standards in academics, citizenship and social/emotional skills.

Vision Statement
● The Hawthorn Hills community provides a caring environment that respects and advocates for the individual needs of each child (School Culture).

● The Hawthorn Hills community shares and encourages the values of respect, responsibility, safety and a strong work ethic (Citizenship).

● The Hawthorn Hills community provides abundant resources to ensure high quality educational programming for our students (Resources). |

	● Through a process of continuous improvement based on data analysis, the Hawthorn Hills community provides powerful learning experiences that nurture and expand the natural curiosity of our students (Academics/Citizenship) ● We strive to create an environment where students will be effective readers, writers, communicators, mathematicians, problem solvers and critical thinkers (Academics) **Value Statements** ● Advance student learning, achievement, and success by keeping it at the heart and as the filter for our decision-making. ● Utilize research-based curricula that reflects 21st Century themes and applications and are responsive to the needs and potential of all students, preparing them for a global society. ● Provide real-life, diverse learning opportunities with practical applications in the classroom and beyond. ● Inform and engage the community in shaping educational strategy and formulating responses to change. ● Attract, retain, and develop a high quality, diverse, creative, and innovative workforce of leaders. ● Provide safe, secure, flexible, inviting, and well-maintained environments that nurture student well-being and enhance teaching and learning. ● Identify, integrate, and expand technology to foster adaptability and maximize learning for all. ● Foster mutually beneficial partnerships and collaborations that expand learning opportunities and resources.

| | **School Wide Learning Objective**

65% of Hawthorn students taking the aReading Fastbridge assessment in grades 2-5 or the Early Reading Fastbridge assessment in grades K-1 will achieve grade level or above on the aReading Fastbridge assessment from Fall 2019 to Spring 2020. 20% of Hawthorn students taking the aReading Fastbridge assessment in grades 2-5 or the Early Reading Fastbridge assessment in grades K-1 that not at grade level or above will achieve a minimum of a 5 percentile growth based on norm data. 15% of Hawthorn students taking the aReading Fastbridge assessment in grades 2-5 or the Early Reading Fastbridge assessment in grades K-1 that do not achieve grade level proficiency or a 5 percentile increase will maintain their percentile growth level based on the norm rankings.

Profile/Demographics
Grades: K4-5
Enrollment: 278
Percent Open Enrollment: 2.5%

Race / Ethnicity
American Indian or Alaskan Native 0.0%
Asian   23.7%
Black or African American 8.3%
Hispanic / Latino 12,9%
Native Hawaiian or Other Pacific Islander 0%
White 47.5%
Two or More Races 7.6%

Student Groups
Students with Disabilities 22.7%
Economically Disadvantaged 70.5%
English Learners 22.7% |
| **Description of the Process**
Describe the process used to collect and analyze data and determine the highest priority needs.
Include the following: | This process is completed in detail as our School Learning Objective.
Fall 2018
The following data sources have been reviewed both from the current year as well as trends over time data. |

- List of data sources reviewed (ex.)
    - Stakeholder data -educator's families, community, students
    - Student Achievement-demographic, achievement and growth, graduation rates
    - School data-resources, safety, climate, behavior
    - Educator data-effectiveness, retention rates, areas of expertise and shortage, job satisfaction
- Explanation of how stakeholders were involved throughout the process
- Identification of Gaps within student groups & Root cause analysis

- Math AIMSweb Instructional Recommendations Report K-5 with individual student analysis for those in red and yellow
- Math Fastbridge analysis for students at risk and progress monitoring success
- Forward Exam Grades 3-5 Summary by Reporting Category
- Forward Exam Grades 3-5 By Subject
- Forward Exam 3-5 by Subgroup
- NWEA MAP Growth Grade 2
- Bright Bytes Survey
- School Perceptions Survey
- PTO data sharing

A comprehensive review of multiple data sources including Fastbridge, AIMS, Wisconsin Forward Exam, MAP, and the WI School report cards (All attached in the document) was completed. This information revealed that our greatest area of need exists in the area of literacy achievement. While there are subgroups which will require additional focus, our overall achievement K-5 and all student growth is a concern for Hawthorn Hills. Please see the attached document for the complete data review.

Literacy Continued Support:
Weekly PLC's are held with all grade levels to evaluate data, provide support for interventions and analyze progress. Literacy Specialists attend meetings weekly with the principal to provide professional development on various areas of research based literacy instruction including best practice in both whole group and small group instruction.

Data Analysis Support:
Weekly meetings are held with the principal and the Data District specialist in order to identify trends, concerns and areas for improvement. Appropriate adjustments are made with students and staff.

Math Spring 2019
As teachers work to learn the new math curriculum, Hawthorn will seek support from Julie Spalding on effective math interventions and how best to interpret Ready reports to help drive instruction.

Wausau School District teachers devoted a majority of their professional development this year and last, to increasing our math instructional practices. Working collaboratively with the Math Institute of Wisconsin, teachers grew in their understanding and practices. In addition, we added time to our math instructional minutes for each grade level.

In addition to growing as educators in our practice, all grade level teams have consistently reviewed group and individual student progress. This progress monitoring resulted in ongoing adjustments to instruction and whole group instruction.

Grade level teams created a variety of different structures in which paraprofessionals were actively engaged in the instructional support of learners. Classroom teachers worked with those students

	who had the greatest areas of need, yet provided learning opportunities, practice, and extensions for the para staff to focus on with those students not working with their teacher. This demanded a considerable amount of planning and communication between teachers, and also extended to the support staff.
Summary of Key Findings ● Include the key strengths ● Include areas of need based on data gathered ● Connect the findings to the school's mission/vision and the vision of this plan.	**School DPI Report Card:** 15% decrease in report card performance from 67.9 to 53.6 16% decrease in student achievement from 54.1 to 45.2. 50% decrease in student growth from 63.2 to 31.9. (45% of the report score is impacted by student growth) <1% decrease in closing gaps <1% decrease in on track readiness 11% increase in economically disadvantaged from 59.4% to 70.5% **Forward Exam Results:** **Reading:** 3rd, 4th, and 5th-grade results indicate declines from 17-18 to 18-19 at 23% to 21%, 31% to 13%, and 36% to 15% respectively. **Math:** 3rd, 4th, and 5th-grade results indicate declines from 17-18 to 18-19 at 40% to 26%, 14% to 10% and 31% to 22% respectively. **2nd Grade MAP Results:** **Reading:** 2nd grade MAP reading results increased 17-18 from 21% to 26% from the fall to the spring assessment. MAP reading also increased in 18-19 from 22% to 26% from the Fall to the Spring assessment. **Math:** 2nd grade MAP math results decreased 17-18 from 19% to 16% from the fall to the spring assessment. However, MAP math increased in 18-19 from 26% to 31% from the Fall to the Spring assessment. **FAST: Early Reading K-1 / 2-5 aReading** 103 of 208 (49.5%) total students are currently at or above grade level. Kinder through grade five students that were either at or above the 40 percentile benchmark were: K=35%, 1st=40%, 2nd=57%, 3rd=57%, 4th=50% and 5th=52%. **FAST: Early Math K-1 / 2-5 aMath** Kinder through grade five students that were either at or above the 40 percentile benchmark were: K=76%, 1st=73%, 2nd=50%, 3rd=66%, 4th=29% and 5th=47%. **FAST Digging Deeper Reading Assessments:** Upon review of all of the FAST reading assessments, the area that all grades realized to lowest performance was the CBM reading assessment. Grades 2-5 will achieve a 10% increase in the CBM reading scores from the Fall 19-20 CBM reading assessment to the Spring 19-20 assessment.

School Reform Strategies (this area will be discussed as a team on June 18th)

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 the 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)

Evidence-based strategies* that will improve instruction for **ALL** children, strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum. ● [Explanation/Definition of "Evidence-Based"](#)	**Area of need:** Use data to support differentiated instruction with the goal of closing achievement gaps. **Reform Strategy**: Professional Development with District Literacy Coaches Weekly and In class visits. Weekly meeting with district reporting specialist to discuss Fastbridge assessments to share with staff. **Rationale***(What evidence/research suggests this will work?)*: data http://fcrr.org/publications/publicationspdffiles/critical_elements.pdf
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.	**Area of need:** Math Curriculum Support **Reform Strategy**: District training sessions to support teachers in learning the new curriculum **Rationale***(What evidence/research suggests this will work?)*: District guided trainings with the Curriculum trainers

WSD Whole Child Whole Wausau (insert workbook hyperlinks and add rows as needed)

Achievement 1 https://docs.google.com/spreadsheets/d/1xAZOUtJAdYKN4GmWePNEW3ndsoQ7gbDyujbfYJ8JK8w/edit#gid=1062984002
Achievement 2 https://docs.google.com/spreadsheets/d/1xAZOUtJAdYKN4GmWePNEW3ndsoQ7gbDyujbfYJ8JK8w/edit#gid=762045130
Achievement 3 https://docs.google.com/spreadsheets/d/1xAZOUtJAdYKN4GmWePNEW3ndsoQ7gbDyujbfYJ8JK8w/edit#gid=1455941320
Achievement 4: Need Literacy, Math and Social Emotional Links as well Lynn Stralow Literacy, Darin Catlin Math (Title, EL and look at year end data). Educlimber https://docs.google.com/spreadsheets/d/1xAZOUtJAdYKN4GmWePNEW3ndsoQ7gbDyujbfYJ8JK8w/edit#gid=1674218112
Optimation of Resources OR1 https://docs.google.com/spreadsheets/d/1xAZOUtJAdYKN4GmWePNEW3ndsoQ7gbDyujbfYJ8JK8w/edit#gid=708555447
Optimization of Resources OR2 https://docs.google.com/spreadsheets/d/1xAZOUtJAdYKN4GmWePNEW3ndsoQ7gbDyujbfYJ8JK8w/edit#gid=1895703092
People 1 https://docs.google.com/spreadsheets/d/1xAZOUtJAdYKN4GmWePNEW3ndsoQ7gbDyujbfYJ8JK8w/edit#gid=1543562770
People 2 https://docs.google.com/spreadsheets/d/1xAZOUtJAdYKN4GmWePNEW3ndsoQ7gbDyujbfYJ8JK8w/edit#gid=1538706922
People 3 https://docs.google.com/spreadsheets/d/1xAZOUtJAdYKN4GmWePNEW3ndsoQ7gbDyujbfYJ8JK8w/edit#gid=1077098462
Service 1 https://docs.google.com/spreadsheets/d/1xAZOUtJAdYKN4GmWePNEW3ndsoQ7gbDyujbfYJ8JK8w/edit#gid=1192590820
Service 2 https://docs.google.com/spreadsheets/d/1xAZOUtJAdYKN4GmWePNEW3ndsoQ7gbDyujbfYJ8JK8w/edit#gid=1817755199
Service 3

https://docs.google.com/spreadsheets/d/1xAZOUtJAdYKN4GmWePNEW3ndsoQ7gbDyujbfYJ8JK8w/edit#gid=739284237
Wellness 1   **https://docs.google.com/spreadsheets/d/1xAZOUtJAdYKN4GmWePNEW3ndsoQ7gbDyujbfYJ8JK8w/edit#gid=1258951981**
Wellness 2   **https://docs.google.com/spreadsheets/d/1xAZOUtJAdYKN4GmWePNEW3ndsoQ7gbDyujbfYJ8JK8w/edit#gid=92650517**
Parental Engagement Plan 2019:

Tools and Processes for Monitoring Progress	
Describe the tools and processes you will use to regularly monitor and revise the schoolwide plan. ● What benchmarks were established in your action steps that can be used for annual evaluation of the plan? ● What assessments were used to measure the established benchmarks?	Assessment Matrix 2019-2020
Describe the tools and processes you will use for ongoing student progress monitoring and reporting to parents.	Weekly meeting with Julie Spalding to review academic and behavioral data. Weekly Encore meeting to discuss student data, and formative assessments.
Describe the supports you provide for students having difficulty mastering standards. How will you know if the supports are effective?	New iReady Math Intervention. Win time interventions (45 minutes) RTI Meetings with data follow ups Weekly large group PLC's Differentiated small group instruction during class ELL intervention Title intervention

Instruction by Appropriately Licensed Staff (Title 1 school requirement) Lyzette Don't Add Anything Here	
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)	
Include staff licensing for building staff *If you have any staff that are not appropriately licensed, how are they achieving licensing?*	Work with HR to determine licensure requirements for building staff and appropriate applications are submitted to DPI for approval.
Document that support staff meet hiring requirements Paraprofessional Hiring Requirements	Define Title 1 requirements in job description and WECAN posting.

Strategies to Increase Parent and Family Engagement	
Evidence-based strategies for ongoing parent engagement, including parent engagement strategies to improve student learning (as required under ESSA Section 1116(c)(3)) Describe how families are engaged in the ● design of the schoolwide plan ● implementation of the schoolwide plan ● evaluation of the schoolwide plan *How will you know that families are satisfied?* *How will their input be used to adjust?* *How will the compact be developed?*	Monthly PTO Meetings: 10/1/19, 11/5/19, 12/3/19, 1/7/19, 2/4/19, 3/3/19, 4/7/19, 5/5/19 Classroom communications through class newsletters, Classdojo and/or Seesaw. Family Engagement Nights 9/19　　Fall Family Cookout 10/24　　Family lunches 11/21　　Family Night Weird Science 2 / 6　　Smores and Sledding 2/20　　Cultural Festival 3/19　　Literacy Night 4/23　　Spring Concert and Art Fair 5/21:　　Family Cookout Petting Zoo Monthly Title Parent Survey PBIS survey results.

Include a copy of your Title I Parent and Family Engagement policy that addresses how the school carries out the required activities of ESSA.	**Title 1 Parent and Family Engagement Policy 5420**
Describe how the school is carrying out the activities for building capacity for engagement Include a description for each of the following: ● 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 ● Provide materials and training for parents ● Train school staff on the importance of parent involvement ● Coordinate with parent involvement in other programs in the school ● Provide information in a format that is understandable to parents ● Provide other reasonable support as requested	**Biweekly Newsletters.** **Open house** **Conference nights** **PBIS flyers** **Staff meetings with parent engagement.** **PTO** **Family Engagement Nights - Sharing Student Learning** **School Messenger**

Communication Plan (please expand and add links)
A school shall make the schoolwide plan available to the LEA (Person in charge of IEP meeting), 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 parent can Understand. ESEA Section 1114(b)(4)

| How will you communicate the schoolwide plan (e.g. website, letters, School Board minutes, etc.)?

You must demonstrate that the schoolwide plan was made available to the LEA, parents, tribal leaders, and the public in an understandable way | *PTO Meeting agendas
*Newsletter
*Website
*Office Postings |

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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.	Revisited at minimum quarterly on a large scale at staff meetings and as needed at other meetings.

Coordination and Integration of Federal, State and Local Funds and Services - Leave this Lyzette	
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)	
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. Examples of coordinating programs to consider coordination and collaboration are: ● Title Programs ● Career and Technical Education ● Nutrition Programs ● Homeless Programs ● Head Start ● Violence Prevention Programs ● Adult Education ● Job Training ● Family Literacy	**Title 1 resources are allocated in the following manner:** Staff salaries and benefits: certified reading and math teachers are hired to supplement the current staffing plan for the Wausau School District Parental Engagement: resources are purchased based upon school goals and action steps Curricular resources to supplement a guaranteed and viable curriculum in literacy and math Professional Learning to supplement the district professional learning options Provide support, including transportation for homeless students
Identify the different funding sources to determine where coordination and integration can occur based on program purpose and content. ● Coordinate and do not duplicate ● Clarify activities and services ● Make connections Coordination of services that have common federal requirements are: ● Professional Development	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

● Parent and Community Engagement ● Violence Prevention ● Family Literacy	

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

How do teachers provide their input into the decisions regarding the use of school-based academic assessments? ● How are assessments selected? ● What decisions are made based on the assessments? ● How is assessment information shared?	October 25th (All grades: Julie Spalding, Lynn Strehlow, Amy McGovern) All Day November 18th (All grades: Julie Spalding, Lynn Strehlow, Amy McGovern) All Day Now weekly on Wednesday's during Encores All Day with Lyzette and Lynn Strehlow We work collaboratively with teachers to analyze data and develop purposeful strategies to support student learning. We implement all required district and state assessments. In addition, we utilize the embedded formative assessments within the core resources. Additional assessments are chosen based on individual student needs. We use the data to inform instructional decisions. Students: Shared constantly between teacher and student Parents: Parents will receive ongoing communication as well as conference updates regarding student progress. Staff: Review the data through the continuous data reviews.
How are teachers involved in student achievement data analysis?	Staff meetings PLC meetings

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Strategies to Attract and Retain High-Quality Teachers	
What specific initiatives do you or will you use to attract and retain high-quality teachers? How will you sustain a level of teachers?	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. HR will track the number of applicants each school year and increase that number by 5% each year. HR will: - Be at the table to develop competitive wages and benefits - Track the number of diverse applicants and diverse new hires each year - Develop a "Grow your own" program for staff to become teachers - Be visible players at the table for recruitment
What policies would be effective for addressing a shortage while also maintaining or improving teacher quality? What policies and practices may reduce teacher turnover?	RETAIN by fostering a work environment that increases employee engagement. HR will establish a baseline for employee turnover in all groups and decrease by 3%. - Modify the compensation model - Identify first year turnover and develop goals and objectives to decrease this number - Identify a qualifying exit reason using Exit Interview data - Expand mentoring program to include all employee classifications - Develop an employee recognition program - Establish open dialogue with Stay Interviews with current staff - 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.

High Quality and Ongoing Professional Development	
Describe the professional development that the staff will receive that is aligned with the needs and goals identified through the needs assessment.	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. ***School-specific information added by campus principal if applicable.***
Describe how professional development is "sustained and ongoing."	

Transition Strategies
In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?	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: - 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. - The 4K multi-tiered system of support team works acts as a liaison between 4K programming sites and receiving elementary school teams. - 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. - Teacher-to-teacher conferences between 4K and K teachers occur on an individual as needed basis in the fall of the kindergarten year. - Data is shared via Educlimber system. The following building-level child and family strategies are used to promote a smooth and successful start for all students entering kindergarten: - reach out to families prior to the beginning of the school year to support a positive home-school relationship in order to increase kindergarten success - Child visits to the kindergarten classroom - Kindergarten teacher visits to the preschool classroom

	- Workshops and networking for parents of young children (PTO) - Attendance at school wide events for families and children - Kindergarten orientation sessions before school starts - Meeting with parents, phoning or sending home information about kindergarten programs - Inviting parents and children to visit the kindergarten classroom prior to the start of the school year
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?	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 attend nine different parent 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.

Improving Students' Skills Outside the Academic Subject Areas	
This component may include strategies such as counseling, school-based mental health services, specialized instructional support services, mentoring services, etc.	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.

Preparation For & Awareness of Post Secondary & Workforce Opportunities	
This component may include career and technical education programs, broadening secondary students' access to coursework to earn postsecondary credit while still in high school (ie.Advanced Placement, International	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 Education and Engineering. The Wausau School district also partners with business and

Baccalaureate, dual enrollment, or early college high schools).	industry to align programs to community needs with school to work programs such as Youth Apprenticeship, Internships and business opportunities. 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. 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.

Schoolwide Systems to Address Behavior	
This component may include strategies to build schoolwide tiered supports to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under IDEA.	PBIS whole school expectations training Positive celebrations - weekly and monthly 9/2019 RTI Tier 2 Systems Training: Monica Hanz, Mao Lee, Megan Berger, Terri Johnson, Lyzette Maroszek RTI weekly meetings Behavior data review weekly Problem solving team Major and Minor threshold notifications sent to admin and pupil services

Hawthorn Hills Elementary School Schoolwide Plan