

# Title I Schoolwide Program Plan for

*Dickinson Elementary School*

*September 2022*



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## Dickinson Title 1 Schoolwide Plan

General Information	
School District Name	Unified School District of De Pere
School Name	Dickinson Elementary
School Address	435 S. Washington St.
Building Principal	Luke Herlache
Title I Part A Coordinator (Name)	Shelly Thomas
Contact Information (phone,email address)	920-337-1027 and lherlache@depere.k12.wi.us

Schoolwide Planning Team	
An effective Title 1 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 1 schoolwide program. This plan is to be developed with the engagement of administrators, teachers, parents, and other community members to be served.	
Administrator(s)	Luke Herlache, Emmy Mayer, Shelly Thomas
Family/Parents	PTO Meeting on 9/13
Title I Part A Staff <i>(include positions)</i>	Sarah Bruening (Kindergarten) Andrea Jochimsen (1st Grade)
Licensed Staff <i>(include positions)</i>	Ashley Hendricks (2nd Grade) Liz Kershek (3rd Grade) Michelle Bobholz (4th Grade)

Classified Staff <i>(include positions)</i>	Teri Geurts (Special Education) Denice Tassone (Literacy Learning Support) Jorja Schneider (Math Learning Support) Amber Broihier (Dean of Students) Luke Herlache (Principal) Jenna Sether (School Psychologist) Jessie Specht (Literacy Coach) Amy Darnick (Secretary)
Others <i>(students, community members, etc.)</i>	PTO organization

### 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 <i>(Add links to agendas, notes, etc.)</i>	Participants at Meetings <i>(check all that apply)</i>		
		Planning Team	All Staff	Family/Community
8/16/2022	Data Retreat Day 1	x		
8/18/2022	Data Retreat Day 2	x		
9/13/2022	<a href="#">Title I Annual Review</a>	x		x
Collaboration	Shareout of SIP and Title Plan		x	
PTO	Shareout of SIP and Title Plan			x

### Comprehensive Needs Assessment

### School Profile/Demographics

Describe your school and community in which the school is located and share your school's mission/vision.

- Number of students enrolled
- % Economically Disadvantaged
- % Students w/Disabilities
- Racial diversity
- etc.

### Mission

*Dickinson is a learning place  
where we strive to touch our dreams:  
working, growing and supporting each other  
and being part of a team!*

### Vision

Dickinson Elementary is a school community where:

- We, Dickinson students, staff and families, will create a warm and welcoming environment for all people
- We believe that everyone can and will learn
- We will learn about, promote, and employ a growth mindset in our daily tasks
- We will honor our Positive Behavior Interventions and Supports core values of Be Safe, Be Respectful, Be Responsible and Be Caring
- We will collaborate with each other so all are growing and successful
- We believe that things are "AOK" when all Dickinson students are "All Our Kids"
- We value emotional, academic, social, and behavioral progress and learning
- We engage in effective data analysis to inform school improvement
- We hold each other to high expectations
- We focus on one another's assets, not deficits
- We are loyal to humanity.

### Staff Collective Commitments:

- We will select Professional Practice Goals in teams that are most relevant to our roles in supporting our students and these goals (Institutional)
- We will engage students in the assessment process through data sharing and goal-setting in the virtual or in-person settings (Implementation)
- We will hold all students and each other to high expectations (Implementation)
- We will support all needs of the whole child (Institutional)
- We will collaborate about best instructional decisions for students struggling (Institutional)
- We will learn from each other through collaborative experiences and through reflective practices (Implementation)
- We will track attendance and engagement closely and assign support resources through the Intervention Team (Implementation)
- We will be reflective practitioners and decision-makers (Implementation)

### School Profile

Dickinson Elementary is a K-4 school set in De Pere, WI. We have 26 sections of classrooms ranging from 18 to 25 students per room, totaling a cumulative population of 515 students. Two of our six 4K sites are also connected to our school for state-reporting purposes, which includes 61 4K students. Out of our entire student population, we serve:

- 14% Special Education
- 29% Economically Disadvantaged
- 20.31% of all racial subgroups

	<p>We have literacy and math intervention support for students from staff comprising 1.0 FTE Reading Recovery, 1.0 FTE Literacy Support, 1.0 Math Learning Support and .25 FTE Lit Coach. We also have 4 part-time instructional aides to help support Math and Literacy skill development. Our Special Education team consists of an Adaptive PE teacher, shared EL staff, OT, PT, 1.0 Speech and Language, 5 special education teachers who work cross-categorically, and 5 special education aides.</p> <p>Our students' needs range between academic, social, emotional, physical, behavioral, and psychological. We have an Student Services Team and Student Success Team that meets this range of needs, including membership from the Principal, Dean of Students, School Counselor, School Psychologist, Program Support Coordinator, District Nurse, School Social Worker, and School Resource Officer.</p> <p>For Professional Development, we have selected to do a book study on The Leader in Me as a staff to help all of our students understand their leadership potential and how to take control of their own learning and life experiences. We hold weekly Professional Learning Community meetings for one hour per week that focus on the PLC process (common understanding of what we want our students to learn, designing formative assessments to know whether they've learned it, and deciding how to respond to our students' performance). Our after school collaboration is about 30 minutes every Thursday. Other professional development comes from local trainings (Reading Recovery Consortium, Math Recovery, AWSA, Zones of Regulation, and interval training), Monday Morning Messages, book studies, conferences, webinars, and other opportunities as they arise.</p> <p>Our Literacy curriculum includes Lucy Calkins, Units of Study Phonics, and Patterns of Power, and is supported by PALS, Fountas and Pinnell, and Scholastic Reading Inventory results. We employ the Workshop model, with rotations varying from grade level to grade level. Our main instructional delivery approach is the Gradual Release of Responsibility, with our goal to be that every lesson, every day includes Focused Instruction, Guided Instruction, Collaborative Work, and Independent Practice. Our Math curriculum follows the scope and sequence in our main resource, Illustrative Math, and is supported by Number Talks, Add+Vantage Math Recovery, Math Frameworks and the work of John Van de Walle. Our Math instruction blends the use of the workshop approach and whole group inquiry, using the gradual release of responsibility and the CRA Model to develop conceptual understanding of mathematics before developing automaticity.</p> <p>We involve family and community in many ways. We have a strong Parent-Teacher Organization that organizes many events, both for fundraising and social connection. Each room also has a room parent that helps organize for these events. Each classroom and the PTO organize volunteers for other purposes, like working in classrooms or working with students. We've also organized and hosted many family events, including back to school socials, Open House, Meet the Teacher, Kindergarten Orientation, New Family Orientation, Fall Family Dance, the Cardinal Carnival, and 5 or 6 restaurant nights. We are hoping to add a Food Truck Rally this year. We have restructured our conference system to have 3 conference events instead of one, including a September Getting-to-Know-You Goal-Setting conferences, an Open House in November, traditional Parent-Teacher Conferences in January and 3 formal reporting periods with report cards. The Open House event promotes the parent/teacher partnership in each child's educational experience, teaching parents strategies at home to help accelerate progress. We've also organized a Dickinson Cares event that collects funds and resources for local community organizations. This service-learning project is great for our students and helps many community members.</p>
<p><b>Description of the Process</b> Describe the process used to collect and analyze data and determine</p>	<p>The data sources listed above and our BEST Universal Screener are all entered into a formula that will provide a summed score for every child of their standard deviation from the norm of their same grade</p>

<p>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>○ System Assessment Data (<a href="#">Schoolwide Implementation Review SIR</a>, <a href="#">Tiered Fidelity Inventory TFI</a>, <a href="#">District Capacity Assessments DCA</a>, ect)</li> <li>○ Adult Practice Data</li> <li>○ Fidelity Data</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>● Root cause analysis</li> </ul>	<p>peers. We use this data to prioritize our team discussion on what each child needs and which interventions are top priorities. Team membership includes: all grade level teachers, all special education teachers, all academic interventionists, all Student Services team members.</p> <p>After trimesters 1 and 2, we assemble this team for ½ day for each grade level (excluding Kindergarten after trimester 1). The discussion framework used includes:</p> <ul style="list-style-type: none"> <li>● Roles: Student Input, Problem-Solver, Recorder, Barrier Destroyer, Community Support Expert, Communicator, Timekeeper, Literacy Guru, Mathematics Guru, Facilitator, Co-Facilitator and Parking Lot Attendant.</li> <li>● Process: Current level of performance, what is the child controlling? What is the child not yet controlling but working towards? Current level of support? Refinement opportunities within current supports? Recommendations for targeting another level of support?</li> <li>● Mindset Messages: Asset-based thinking, what can we build off of, the power is in this room, all kids can and will learn, we've got this.</li> </ul> <p>We do instructional walkthroughs of a majority of our teaching staff in the fall and the spring to assess, analyze and discuss our instructional practice data. One example of this is we realized last year we had much less collaborative discussions happening and our Fall data is showing an increase in the amount of collaborative discourse happening, specifically in mathematics classes across all grade levels.</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> </ul>	<p>Our non-ECD, non-SwD population continues to achieve at consistently high levels. Our literacy data is trending in a negative direction over the last few years, starting prior to the pandemic.</p> <ul style="list-style-type: none"> <li>● Our girls underperform our boys in Math proficiency and our boys underperform our girls in literacy proficiency.</li> <li>● SwD and EcD subgroups are underperforming their Sw/oD and non ECD peer groups (in math and literacy)</li> <li>● A lack of student engagement data (sense of belonging) to truly get a sense of what role this plays in the data trends</li> </ul>
<p><b>1-3 Goal Statements</b> SMART: Specific, Measurable, Achievable, Realistic, Timely goals based on the needs assessment and building level priorities</p>	
<p><b>Literacy Continuous Improvement Goal</b></p>	<p><u>Reading Attainment Focus</u> All staff at Dickinson Elementary School will implement reading strategies so that <u>all</u> students read at or above grade level as measured by the End of the Year Fountas &amp; Pinnell assessment and at least one additional grade level common assessment.</p> <ul style="list-style-type: none"> <li>○ Kindergarten will use PALS Letter ID and Spelling</li> <li>○ First Grade will use PALS Summed Score</li> <li>○ Second Grade will use PALS Summed Score</li> <li>○ Grades 3 and 4 will use Scholastic Reading Inventory (SRI)</li> </ul> <ul style="list-style-type: none"> <li>● <u>Reading Growth Focus</u> - All staff at Dickinson will ensure reading progress for all students to grow a minimum of 1 year expected growth.</li> <li>● <u>Reading GAP Focus</u> - All staff at Dickinson Elementary School will reduce the achievement gap of student subgroups (SWD, ELL, EcD) while improving the achievement for <u>all</u> students.</li> </ul>

	<p>Growth of 1.25 years is the expected growth for students approaching grade level. Growth of 1.5 years is the expected growth for students below grade level.</p> <p><u>Writing Attainment Focus</u> - All staff at Dickinson Elementary will analyze common writing assessments, track student progress, adjust instruction accordingly, and implement sound writing strategies so that the following percentages of students meet or exceed grade level proficiency or make growth of 1.5 years in targeted areas: 4th Grade - 85%, 3rd Grade - 85%, 2nd Grade - 85%, 1st Grade - 85% and Kindergarten - 95%.</p>
<p><b>Math Continuous Improvement Goal</b></p>	<p><u>Mathematics</u> - All staff involved in Math instruction at Dickinson Elementary will help implement thoughtful lesson planning based on achievement of learning targets. PLC Teams will analyze common assessment results and respond as a team to ensure mastery of our essential standards, developing targeted intervention plans to administer on team response days. Instructional resources and practices include (but are not limited to):</p> <ul style="list-style-type: none"> <li>● Illustrative Math</li> <li>● AMVR instruction</li> <li>● Number Talks</li> <li>● Math Frameworks or John Van de Walle training and resources</li> <li>● Discourse between 50 - 65% of the Math block that has students:             <ul style="list-style-type: none"> <li>○ 1. Make sense of problems and persevere in solving them.</li> <li>○ 3. Construct viable arguments and critique the reasoning of others.</li> </ul> </li> </ul>
<p><b>Engagement Continuous Improvement Goal</b></p>	<p><u>Engagement</u> - All staff at Dickinson Elementary will work to create a warm and welcoming culture through a positive, proactive, and research-based approach ( PBIS, Conscious Discipline, TRIBES, etc.). We will include community building approaches in all of our classrooms. We will also learn and implement engagement strategies, like checks 4 understanding, visual engagement strategies, etc. We will also host social-emotional support groups made possible by adding extra counseling FTE through Title funds to meet the social-emotional needs of our students due to the pandemic. We will closely monitor attendance and have our Student Services Team members work collaboratively with teachers, families and students to promote consistent attendance and engagement by removing barriers and promoting strong learning habits. We will administer and analyze BEST universal screening data in the fall and spring to make sure we are identifying all students (including internalizers) in need of support, monitoring progress, building off of our healthy universal categories, and making data-based intervention decisions.</p>

### School Reform Strategies

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



<p>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> <ul style="list-style-type: none"> <li>• <a href="#">Explanation/Definition of “Evidence-Based”</a></li> <li>• <a href="#">Evidence Based Brief</a></li> </ul>	<p><b>Area of need: Literacy Instruction</b></p> <p><b>Reform Strategy:</b></p> <p>Professional development with ___ about ___:</p> <ul style="list-style-type: none"> <li>• Kindergarten - phonemic awareness (instructional moves, videos and model lessons)</li> <li>• First grade...</li> <li>• Second grade - engagement for reluctant readers and tools to help</li> <li>• Third grade - word study/multisyllabic work for students still working on decoding (pilot From Phonics to Reading w/ Mrs. Short)</li> <li>• Fourth grade - whole group word study lessons and decoding strategies</li> <li>• Special Ed - Jessie and Jane join in PLC times</li> </ul> <p><b>Rationale</b><i>(What evidence/research suggests this will work?):</i></p> <p>Units of Study Phonics is a research-based program. We are piloting word study programs that will inform us for an adoption in the future in grades 3 and 4. Our Special Education gaps need to be increased and to do so, we need to build our instructional skill sets and provide that team with additional supports.</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: eMLSS Data-Based Decision Making</b></p> <p><b>Reform Strategy:</b></p> <p>Quartile 25% - we will progress monitor all students in our bottom quartile of our literacy data (F+P, SRI, PALS, and WI Forward) and Math (AVMR Screener) and consider them for support services within our eMLSS framework.</p> <p><b>Rationale</b><i>(What evidence/research suggests this will work?):</i></p> <p>Students not yet proficient according to grade-level benchmarks need additional time and support to close the gap and reach proficiency. John Hattie and Mike Matos’s work around high-leverage strategies, including collective efficacy, a strong MLSS process,</p>

	and PLC collaboration show that this is the right work.
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<b>Implementation/Action Steps (School Improvement Plan)</b>
<a href="#">School Improvement Plan</a>

<b>Tools and Processes for Monitoring Progress</b>	
<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>SIT/Parents will evaluate our learning levels triannually at data wall reviews. We will be using Math screening data, literacy data (F+P, SRI, PALS) and engagement data (survey, office discipline referrals, attendance).</p>
<p>Describe the tools and processes you will use for ongoing student progress monitoring and reporting to parents.</p>	<p>Educlimber, Infinite Campus and a Google Sheet created by Data Management Specialist Josh Gauthier will help guide our discussions at each grade level team about which students need which levels of support. We also use common formative assessment data within our PLC process to determine just-in-time interventions.</p>
<p>Describe the supports you provide for students having difficulty mastering standards. How will you know if the supports are effective?</p>	<p>We will offer a combination of push-in and pull-out supports defined by our academic <a href="#">eMLSS in Literacy and Math</a>. We are currently developing an SEL eMLSS as well.</p> <p>We will monitor these systems at regular intervals throughout the year by student.</p>
<p>How will you monitor the fidelity of systems change using your system assessments (SIR, TFI, DCA) and plan for professional learning to meet the needs of all staff??</p>	<p>We will use historical data and compare to MLSS expectations to ensure that our systems are working as intended. 5 year data trends will help drive discussion about what is working and what is not yet working.</p>

How will you monitor fidelity of adult practice change and plan for professional learning to meet the needs of all staff?	Walkthrough and instructional practice data
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Instruction by Appropriately Licensed Staff	
Include staff licensing for building staff <i>If you have any staff that are not appropriately licensed, how are they achieving licensing?</i>	All staff are appropriately licensed.
Document that support staff meet hiring requirement	Our instructional aides are all considered highly-qualified.

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 involved in the <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> <i>How will you know that families are satisfied?</i> <i>How will their input be used to adjust?</i> <i>How will the compact be developed?</i>	Goal-setting conferences Inclusion of parents and input into our engagement strategies Listening sessions/focus groups at Open House They were a part of determining the needs from the annual review that helped drive our goal development.
Include a copy of your Title I Parent and Family Engagement policy that addresses how the school carries out the required activities of ESSA.	<a href="#">Dickinson School-Family Compact 2022-23</a>
Describe how the school is carrying out the activities for building capacity for involvement.	Open House Math Corner Collaboration Messaging

<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> <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>Monday Morning Message content Spanish Translations</p>
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**Communication Plan**

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 parent can Understand. 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>We will present the schoolwide plan to our staff and at a PTO meeting. We will share our plans with the district administration. We will link our plans to our website for community review.</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>Progress of this plan is monitored at assessment intervals throughout the year by the Dickinson School Improvement Team. The overall completion and effectiveness of the plan is analyzed at a 2-day summer data retreat by the Dickinson School Improvement Team and district office personnel.</p>

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

<p>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.</p>	
<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>We will coordinate and integrate federal, state and local services and programs. Funding will be overseen by our Director of Business Services who oversees all funding programs for the district, including but not limited to Title I, Title II, Title III and IDEA. The goals of the program, as outlined in our Schoolwide Title I plan, will drive the allocation of resources. Our spending patterns will mirror the goals we set through the plan. These programs will be focused on meeting the needs of all students, while prioritizing the needs of our subpopulations and those at risk of falling behind academically. We will utilize partnerships to build our capacity, including our local CESA, our PTO, local universities, local organizations (City Dept, De Pere Police, De Pere Fire, Fallen Timbers consortium, etc.) Fuel Up to Play 60, Live 54218, Innovative Grant opportunities, National Honor Society partnerships, and many more. Our PTO, for example, has been a crucial partner in funding our technology integration. Their generosity allowed us to go 1:1 with Chromebooks in 2nd through 4th grade, as well as maintain our fleet with maintenance purchases. Their most recent efforts will help integrate more Chromebooks and iPad in the K - 2 classrooms, purchase books for our book room, and perhaps supplement coding technology plans K - 4. Funding is a challenge for school districts. However, we combine our funding sources to make the best use of available funds. We use Title I funds to pay for Intervention Specialists. Additionally, we use Title II funds to support professional development for our staff.</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>De Pere School District has implemented various structures to support ongoing professional development. Six half days are designated for building wide professional development. Schedules are created so grade level teams can meet with their colleagues once a week, with the Technology Integration Coach and Elementary Literacy Coach coming in three to five times a year. In addition, these weekly meetings include creation of common assessments, discussion of student progress based on common formative data sources, frequent updates to the curriculum completed by our district Build Your Own Curriculum teams.</p> <p>During the school year, teachers new to the district will meet after school with the Elementary Literacy Coach for professional development tailored to their needs. For the past several years, our district has focused our professional development on Gradual Release of Responsibility and gaining a better understanding of the elements of Gradual Release. Closely tied to our focus on Gradual Release was our work with Danielson's Framework. Professional development for the whole staff in best instructional approach practices based on Charlotte Danielson's Framework for Teaching is a routine part of our Professional Learning Communities, Collaborations, Early Releases, and Late Starts. Our district narrowed in on the following components of Danielson's Framework: Using questioning and discourse techniques, Using assessment in instruction, and Establishing a culture for learning. Through school-wide book studies and collaborations, teachers were able to examine the elements and indicators of Danielson's Framework and Gradual Release of Responsibility. Each grade level team has self-selected a Professional Practice Goal within the 2b, 3b and 3d framework established by the district. Teams will share our professional learning in Professional Practice Goals with the rest of our school teams in a round robin style to maximize the impact of our learning and maximize our capacity.</p>

	<p>We offer all staff observation days as part of their contracts and offer other observation opportunities in our building and in-district. New teachers are entered into our mentor program, where veteran teachers buddy up with new teachers to discuss instruction and setup observation opportunities. We are building a lesson study structure in our grade level teams for team observation, reflection, and feedback opportunities. Each grade level team meets triannually, at a minimum, to review benchmark data and determine instructional groupings, intervention decisions, and instructional direction. Dickinson also pays for subs to cover classes so grade level teams can discuss common expectations of proficiency in essential standards, create common formative assessments, and plan to analyze student work and progress in order to make sound instructional decisions.</p>
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<p style="text-align: center;"><b>Teacher Participation in Making Assessment Decisions</b></p>	
<p>How will your school use assessment data to monitor student achievement and growth?</p>	
<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>As a district, we worked with teachers to develop formative assessments they could use to make instructional decisions. Each grade level has an assessment schedule that contains formal and informal assessments (see Appendix). Protocol sheets for those assessments are used to keep the administration of the assessments standardized and are linked off of the schedule (see Appendix). Grade level teams create a student learning objective based on one of the district assessments. Teams meet regularly throughout the year to analyze the assessments and use this to determine gaps in the curriculum and evaluate teaching strategies. Grade level curriculum writing teams also developed formative assessments for each reading and writing unit, so teachers are able to consistently check for students' understanding in the unit and adjust their instruction as needed (see Appendix).</p> <p>Our Student/School Learning Objectives process has been a source of professional development, allowing team collaboration about student progress data. We have learned that narrowing our student population to those who struggle and narrowing our skill set to specific rubric criteria has allowed for more actionable plans. We've realized the power of the question "if you focus on everything, are you truly focusing on anything?" We will continue learning through the SLO process. This year, we've also added in formative assessments dips into the summative assessment process. This has allowed for more targeted instruction and more informed instructional decision-making. Our Educator Effectiveness Coach led professional development on obtrusive or unobtrusive formative assessments. Next year, we plan to continue learning from our SLO process with an emphasis on engaging students in the assessment process through student self-assessments and analysis of their own work in relation to specific rubric criteria and individual goal-setting.</p>
<p>How are teachers involved in student achievement data analysis?</p>	<p>Through our triannual data wall analysis process and by student by standard in our PLC process.</p>

<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>De Pere School District has implemented various structures to support ongoing professional development. Six half days are designated for building wide professional development. Schedules are created so grade level teams can meet with their colleagues once a week, with the Technology Integration Coach and Elementary Literacy Coach coming in three to five times a year. In addition, these weekly meetings include creation of common assessments, discussion of student progress based on common formative data sources, frequent updates to the curriculum completed by our district Build Your Own Curriculum teams.</p> <p>During the school year, teachers new to the district will meet after school with the Elementary Literacy Coach for professional development tailored to their needs. For the past several years, our district has focused our professional development on Gradual Release of Responsibility and gaining a better understanding of the elements of Gradual Release. Closely tied to our focus on Gradual Release was our work with Danielson’s Framework. Professional development for the whole staff in best instructional approach practices based on Charlotte Danielson’s Framework for Teaching is a routine part of our Professional Learning Communities, Collaborations, Early Releases, and Late Starts. Our district narrowed in on the following components of Danielson’s Framework: Using questioning and discourse techniques, Using assessment in instruction, and Establishing a culture for learning. Through school-wide book studies and collaborations, teachers were able to examine the elements and indicators of Danielson’s Framework and Gradual Release of Responsibility. Each grade level team has self-selected a Professional Practice Goal within the 2b, 3b and 3d framework established by the district. Teams will share our professional learning in Professional Practice Goals with the rest of our school teams in a round robin style to maximize the impact of our learning and maximize our capacity.</p> <p>We offer all staff observation days as part of their contracts and offer other observation opportunities in our building and in-district. New teachers are entered into our mentor program, where veteran teachers buddy up with new teachers to discuss instruction and setup observation opportunities. We are building a lesson study structure in our grade level teams for team observation, reflection, and feedback opportunities. Each grade level team meets triannually, at a minimum, to review benchmark data and determine instructional groupings, intervention decisions, and instructional direction. Dickinson also pays for subs to cover classes so grade level teams can discuss common expectations of proficiency in essential standards, create common formative assessments, and plan to analyze student work and progress in order to make sound instructional decisions.</p>
<p>Describe how the professional development is “sustained and ongoing.”</p>	<p>We have a <a href="#">USDD Profesisonal Development Learning Progression</a>.</p>
<p>How will you monitor for fidelity and use data to plan ongoing professional development?</p>	<p>Principal, Lit Coach, Math Specialists help support the fidelity of implementation. We use data regularly to ensure effectiveness. When we see a need, we plan pd around those needs.</p>

**Transition Strategies**

<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>Getting Ready for Kindergarten, Kindergarten Playdate</p>
<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>Kindergarten Readiness brochure, Kindergarten Orientation</p>
<p>In what ways does the school connect students to Foxview and communicate information on student academic, social, and behavioral supports.</p>	<p>We host Foxview administration for 4th grade class discussions and have our 4th graders take a walking tour of the building to learn the environment and meet key people. In addition, we have our special education teachers confer with Foxview special education teachers about incoming students, including a meeting between students and Foxview staff. We also send membership from our Students Services team to share student information with Foxview's Student Services team to best set kids up for success. We provide academic, behavioral, social and emotional information to Foxview for every student to be used in their scheduling and placement processes. Our school psychologist confers with the Foxview school psychologist. Shared staff like a counselor and social worker are conduits between the buildings.</p>

**Improving Students' Skills Outside the Academic Subject Areas (Optional)**

<p>This component may include strategies such as counseling, school-based mental health services, specialized instructional support services, mentoring services, etc.</p>	<p>PBIS, First 8 Days, BEST Screener, Zones of Regulation, Life Skills classes, 2nd Step, NHS partnerships with high school, coordination with community partners (counselors, doctors, therapists, etc.). 1.5 counseling FTE.</p>
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**Schoolwide Systems to Address Behavior (Optional)**

<p>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.</p>	<p>PBIS, First 8 Days, BEST Screener, Zones of Regulation, Life Skills classes, 2nd Step, NHS partnerships with high school, coordination with community partners (counselors, doctors, therapists, etc.). 1.5 counseling FTE.</p> <p>Developing our eMLSS tiered supports around social, behavioral, and</p>
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