D.C. Everest School District
2023-2024 SCHOOLWIDE ASSISTANCE TITLE ONE READING AND MATH PLAN
As authorized under Title I

School Building Name: Rothschild Elementary School   **School ID #:** 4970-00800

District: D.C. Everest Area School District

Mailing Address: 810 First Street

City: Rothschild   **State:** WI   **Zip:** 54474

Principal: Rena Sabey

Phone: 715-359-3186 **e-Mail:** rsabey@dce.k12.wi.us **FAX:** 715-355-3723

New Plan: No, annual update.

Non-regulatory guidance to assist in designing Schoolwide Program is available at the following link:
https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-legislation-table-contents/title-i-part-a/

Assurance Agreement for Planning for
_____X___Schoolwide Program https://dpi.wi.gov/title-i/schoolwide-program
_____Targeted Program https://dpi.wi.gov/title-i/targeted-assistance

The school has completed the Title I planning process and has met the requirements of the Title I legislation relating to planning and criteria as outlined in *Title I of the Every Student Succeeds Act (ESSA/ESEA) is a federal funding program designed to close achievement gaps and ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education https://dpi.wi.gov/title-i*. The district has worked in consultation with the school as the school developed the Title I plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

Dr. Casey Nye   **Rena Sabey**
Printed Name of Superintendent   *Printed Name of Principal*

Date: **October 27, 2023**

1. Schoolwide Program Planning Team

Schoolwide plans must be developed or revised with the involvement of the community to be served and the individuals who will carry out the plan. The planning team assumes responsibility for planning and implementing the schoolwide program in accordance with all applicable Title I rules and regulations.

Describe the composition of the planning team. Provide a list of team members, who they represent, and their roles and/or responsibilities. (Each group should have at least one participant)

2023-2024 Schoolwide Program Planning Team		
Printed Name	*Representation*	*Roles/Responsibilities*
Principal:	Rena Sabey	Team Leader
Teachers/Associates:	Nicole Chapin	Student Wellness Leader
	Angela Harvanek	Student Wellness Leader
	Sarah Maciaz	ELA and Social Studies Leader
	Sarah Schultz	Staff Wellness Leader
	Ajay Westfall	Math and Science Leader
	Katie Wochinski	Teacher In Charge/Student Service Teacher
	Lora Ziegelbauer	School Engagement Leader
	Stephanie Hobbins	Reading Interventionist
	Devanne Skalitzky	Math Interventionist
	Tina Spiegel	Literacy Coach
	Samantha Mueller, Lucas Rase, Matthew Raymond, Kayleigh Beaudo, Katie De Bruin	Cross Categorical Special Education Teachers
	Yer Thao	English Learners Teacher
Parents & Community:	Erin Rajek, Brittany Burnett, Krystal Kneser, Cara Drolshagen	Parents, Rothschild PTO Board of Directors

Administrators:	Dr. Jeff Lindell	Assistant Superintendent, Director of Instruction
Title Programs:	Julie Weller	Director of Pupil Services
	Dr. Kelly Thompson	Director of Curriculum, Literacy, Assessment/EL, Title III
Personnel	Sarah Trimner	Personnel Director
Title Programs	Karen Wegge	Title IX, AODA Coordinator
Pupil Services Personnel:	Hallie Beal	School Psychologist
	Cristin Czerwonka	School Social Worker
	Gina Lehman	Director of Student Services

*Administrators of programs that are to be consolidated in the schoolwide plan.

Describe the process used to develop the plan, including information about meeting dates and agenda items/topics as well as future meeting dates.

The Schoolwide Plan for Title I was developed in conjunction with the Rothschild Elementary School building improvement planning process. School-wide goals for the 2022-23 school year were developed in our annual data retreat meeting on August 15, 2022. During this meeting academic data was reviewed, school staff leaders discussed concerns, and a site plan was developed with school wide goals for academic improvement.

D.C. Everest Area School District

2023-2024 Annual School Scorecard
Rothschild Elementary School

EQUITY, INNOVATION & MENTAL WELLBEING	Each of the D.C. Everest Area School District's goals is designed to promote equity, innovation and mental wellbeing. Our aim is to foster a culture that provides each individual with the tools and opportunities needed to succeed now and into the future, and which prioritizes the social, emotional, and mental wellbeing of our students and staff.
OUR MISSION	D.C. Everest Area School District, in partnership with the community, is committed to being an innovative educational leader in developing knowledgeable, productive, caring, creative, responsible individuals prepared to meet the challenges of an ever-changing global society.

Great Place to Learn

Literacy/Math Goal(s):
- In literacy, Rothschild Elementary School will obtain a median percent progress toward annual typical growth of 135% or above and 61% student proficiency or above on the spring screener for grades K-5 students utilizing the iReady online screener assessment tool.
    - On the 2024 Spring iReady screener for kindergarten, Rothschild Elementary School will have 15% or less of students in the grade who scored one grade level below in phonological awareness, phonics, and high frequency words.
    - On the 2024 Spring iReady screener for grades 1-5, Rothschild Elementary School will decrease by 50% the number of students who scored on the 2023 Spring iReady screener one or more grade level below in phonological awareness, phonics, and/or high frequency words.
- In math, Rothschild Elementary School will obtain a median percent progress toward annual typical growth of 120% or above and 64% student proficiency or above on the spring screener for grades K-5 students utilizing the iReady online screener assessment tool.
    - On the 2024 Spring iReady screener for kindergarten, Rothschild Elementary School will have 5% or less of students in the grade who scored on the 2023 Spring iReady screener less or more than one grade level below in Numbers and Operations.
    - On the 2024 Spring iReady screener for grades 1-5, Rothschild Elementary School will decrease by 50% the number of students who scored on the 2023 Spring iReady screener less or more than one grade level below in Numbers and Operations.

School Progress Monitoring Measures
- iReady Fall, Winter, and Spring Screene*r*

READING						20-21 Growth	21-22 Growth	22-23 Growth
	20-21 Proficiency	21-22 Proficiency	22-23 Proficiency					
All K-5	63%	59%	56%		All K-5	129%	127%	129%

23-24 Grade Level	Students in Previous Year Grade Level That Scored One or More Grade Levels Behind in **Phonological Awareness**	Students in Previous Year Grade Level That Scored One or More Grade Levels Behind in **Phonics**	Students in Previous Year Grade Level That Scored One or More Grade Levels Behind in **High Frequency Words**
K	NA	NA	NA
1	8	14	12
2	14	28	7
3	7	35	11
4	0	15	2
5	0	18	3

MATH						20-21 Growth	21-22 Growth	22-23 Growth
	20-21 Proficiency	21-22 Proficiency	22-23 Proficiency					
All K-5	56%	62%	59%		All K-5	118%	113%	116%

23-24 Grade Level	Students in Previous Year Grade Level That Scored Less or More Than One Grade Level Behind in **Numbers and Operations**
K	NA
1	13
2	12
3	27
4	21
5	20

Vertical Teams/PLC Strategic Actions:

Using standards as our curriculum with support from the following primary resources:
- K-5 continuation of Wit and Wisdom
- K-2 continuation of Geodes
- K-3 continuation of Fundations
- K-2 continuation of Heggerty
- K-5 continuation of EnGage NY
- K-3 decodable books

-Internal PD and coaching for all teachers in literacy from district coach, Tina Spiegel, and in math from district coach, Amy Engebretson

-Continuation of WIN for all grades focusing on both math/reading intervention and enrichment supported by math, reading, special education, and EL interventionists as well as two associates

-Continued use of AVMR library, Canvas courses, and Tier 1 resources for trained staff

-Use grade level foundational checklists, AVMR, addition & subtraction strategy lessons, and multiplication & division strategy lessons during 15 minutes of core math instruction to build foundational fluency skills

-Review teaching techniques that are working well and what academically may need to improve; revisiting class resources (AVMR kits, STEAM, Reading Materials, Grade 5-TSA success)

-Focused approach of iReady goal setting in screening progress, passing rate, lesson completion, and time on task

-Common date/time, location and meeting note document for all PLC meetings for cross collaboration

-Facilitated monthly vertical team meetings focused on literacy and math curriculum and differentiation within them

-Create K-2, 3-5 math and literacy resource rooms that are centrally located to classrooms

Great Place to Work

Student Wellness Goal(s):
- Using DCE Connections data, 95% of Rothschild students grades K-5 identify that they have at least two or more staff members that they can go to if they have a problem at school or with another student.
- Using Bloomsights Data. Rothschild students grades 1-5 will report being secure or mostly secure in the indicator, Signs of Loneliness.

Staff Wellness Goal(s):
- By the end of the 2023-2024 school year, the statement "I see progress being made to create a culture of success for employees across the organization and for those we serve" will increase from a score of 3.61 to 3.80 on the Studer Staff Engagement Survey.

| 13. I see progress being made to create a culture of success for employees across the organization and for those we serve.	6.82% (3)	2.27% (1)	31.82% (14)	40.91% (18)	18.18% (8)		44	3.61
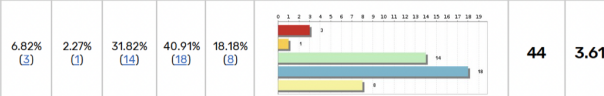
- During the 2023-2024 school year every staff member will choose to attend one optional staff wellness activity in their offtime.

School Progress Monitoring Measures	Dates/ Results

- DCE Connection Survey
- Bloomsights Data
- Parent Studer Survey
	- Bloomsight Spring 2022 (Scale then Grades 1-5 Results below.)
	
	    ○ SECURE ▮▮▮▮ INVESTIGATE
	
	    ○ SIGNS OF LONELINESS ▯ ▮▮▮▮▮
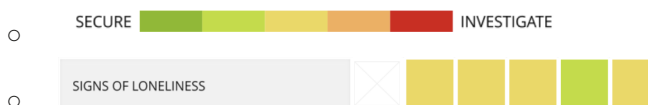
Student Wellness Strategic Actions:
- Conduct 2 X 10 behavior management technique with students identified on the DCE Connection survey
- Students who have been identified by DCE Connection as having "no adult relationships" will have a Rothschild pupil service member and a staff member have contact within 5 days.
- Students who have been identified by DCE Connection as "1 adult relationship" will have a Rothschild pupil service member within 10 days.
- Pupil services and classroom teachers will develop a plan for building the student-staff relationships.
- Caring School Community will be implemented with fidelity.
- Implement small groups as available with resources for students falling below a 3 in the Bloomsights Data in Signs of Loneliness (ie. pupil services, WIN time with associate, classroom teacher).
- Investigate assessment tools within the Caring School Community.
- Utilize a positive behavior slips to hand out when seeing positive ROCK behaviors in the hallways, playground, and classroom. Slips go home with students and one in the office for use of student, classroom, and school rewards.
- Encourage teachers to write 5 Everest Pride tickets weekly (Use first few minutes of PLC time to write.)
- Staff led universal expectations of our Rothschild behavior matrix taught/reviewed in September, with different-age peers led in January, and with same-age peers led in April.

Staff Wellness Strategic Actions:
- Connect/reconnect staff to utilization of district volunteer site to increase parent involvement and decrease staff workload
- Work closely with Sunshine Committee to organize staff celebrations, events, games, and gifts
- Develop and distribute a wellness survey to gauge school climate and areas for improvement
- Encourage staff to write at least two Pat on the Back entries weekly

- Plan 3 wellness outings to encourage positive relationships with colleagues and improve staff morale
- Implement new opportunities for building working and personal relationships, i.e. staff buddies, morning coffee club, Restorative Practices circles, book club, exercise challenges, etc.
- Incorporate use of compassion fatigue model as a form of communication and connection between staff members
- Conduct regular check-ins with staff to gauge their level of connection, meaning, impact and appreciation
- Send monthly email about something new staff can be excited about, i.e. staff outings, new school clothing, staff shout-outs, lunch bunch, chili/cookie baking competition, book swap, spirit days, etc.

Great Community

Engagement Goal(s):
- On the DC Everest Parent/Caregiver Engagement Survey, Rothschild Elementary School will score 3.85 or above on the question "I receive positive phone calls, emails, or notes about my child from the school." When comparing results on all questions asked, this one will not fall in the bottom three for our school.

School Progress Monitoring Measures	Dates/Results
• Parent/Caregiver survey results on the winter 23-24 screening	**2022-23 Results**

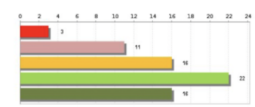13. I receive positive phone calls, emails, or notes about my child from the school. | 4.41% (3) | 16.18% (11) | 23.53% (16) | 32.35% (22) | 23.53% (16) | 68 | 3.54

School Engagement Strategic Actions:
- Encourage teachers to write 5 Everest Pride tickets weekly, utilizing the first few minutes of meetings to complete.
- Encourage consistent teacher communication through Seesaw, with available templates and coaching provided.
- At Open House, provide assistance for families to connect to student Seesaw accounts.
- Connect at least one family member to student Seesaw and/or Canvas accounts.
- Provide technology workshops for parents/guardians, focusing on how to utilize Seesaw and Canvas.
- Reteach and encourage the utilization of the district volunteer site by staff in order to increase community volunteers.
- Promote PTO meetings and look for ways to encourage family attendance.
- Promote consistent and frequent positive phone calls, notes, and emails from staff to families.
- Develop and employ an engagement survey at family nights to gauge family perceptions and gather feedback for future events.

Describe the process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan approval. Include specific information describing how parents were notified of the schoolwide planning process and involved in the plan's development.

Development of this plan was communicated to the Rothschild Elementary School staff in staff meetings and will be included in additional planning at annual school building goal setting meetings. District administrators are informed at the elementary school principal's meeting and

the school board will be informed annually of our progress at attaining these goals at school board meetings. School Newsletter announcements, website postings, flyers, and teacher notes are distributed to parents/guardians. The plan is discussed at PTO meetings and parent/teacher conferences.

<mark>2. Comprehensive Needs Assessment</mark>

The needs assessment includes all students attending the school (including taking into account the needs of migratory children) that is based on information which includes the achievement of children in relation to the state academic content & achievement standards, particularly in reading, writing and math. A brief description of the school attendance including any factors that affect student success should be included.

Provide a brief description of your school, your attendance area, and your community.

Rothschild Elementary School is one of six D.C. Everest Area School District elementary schools. We currently have over 400 students in grades 3K-5. Students receiving free and reduced meal benefits are 47% of our student population (October 2023). We have several special population programs at our school including: English Language Learner (ELL) program, Learning Disabilities (LD) program, Emotional Behavior Disabilities (EBD) program, Intellectual Disability (ID) program, Occupational and Physical Therapy (OT/PT) services and Speech and Language (S/L) services.

ROTHSCHILD ELEMENTARY STUDENT DEMOGRAPHICS					
OCTOBER 2023					
TOTAL ENROLLMENT	**TOTAL SPECIAL EDUCATION**	**PREVALENCE OF DISABILITIES**	**% ECONOMICALLY DISADVANTAGED**	**RACE/ETHNICITY**	**% EL**
3K-16 K-66 1ST -61 2ND-62 3RD-75 4TH-58 5TH-67 TOTAL-405	TOTAL= 63/404 15.59%	Autism- 10 EBD- 9 Hearing Impairment- 1 ID- 3 OHI- 8 SDD-6 SLD-10 SL-16	Free or reduced: 201/422 or 47.63%	Black: 2.38% Hispanic: 4.76% White Non-Hispanic: 71.67 % Asian: 16.42% American Indian: 0.71% Pacific: 0% 2 or more races: 4.04%	Total: 68/420 or 16%

Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, and students with limited English proficiency, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

Like all school districts in Wisconsin, the D.C. Everest Area School District is facing unique challenges in supporting unfinished learning from the previous academic years while also moving students forward in their development. This challenge requires a deeper look into formative and screening data in the most efficient manner possible.

Our assessment-related goals for the beginning of the 23-24 academic year include using data to:
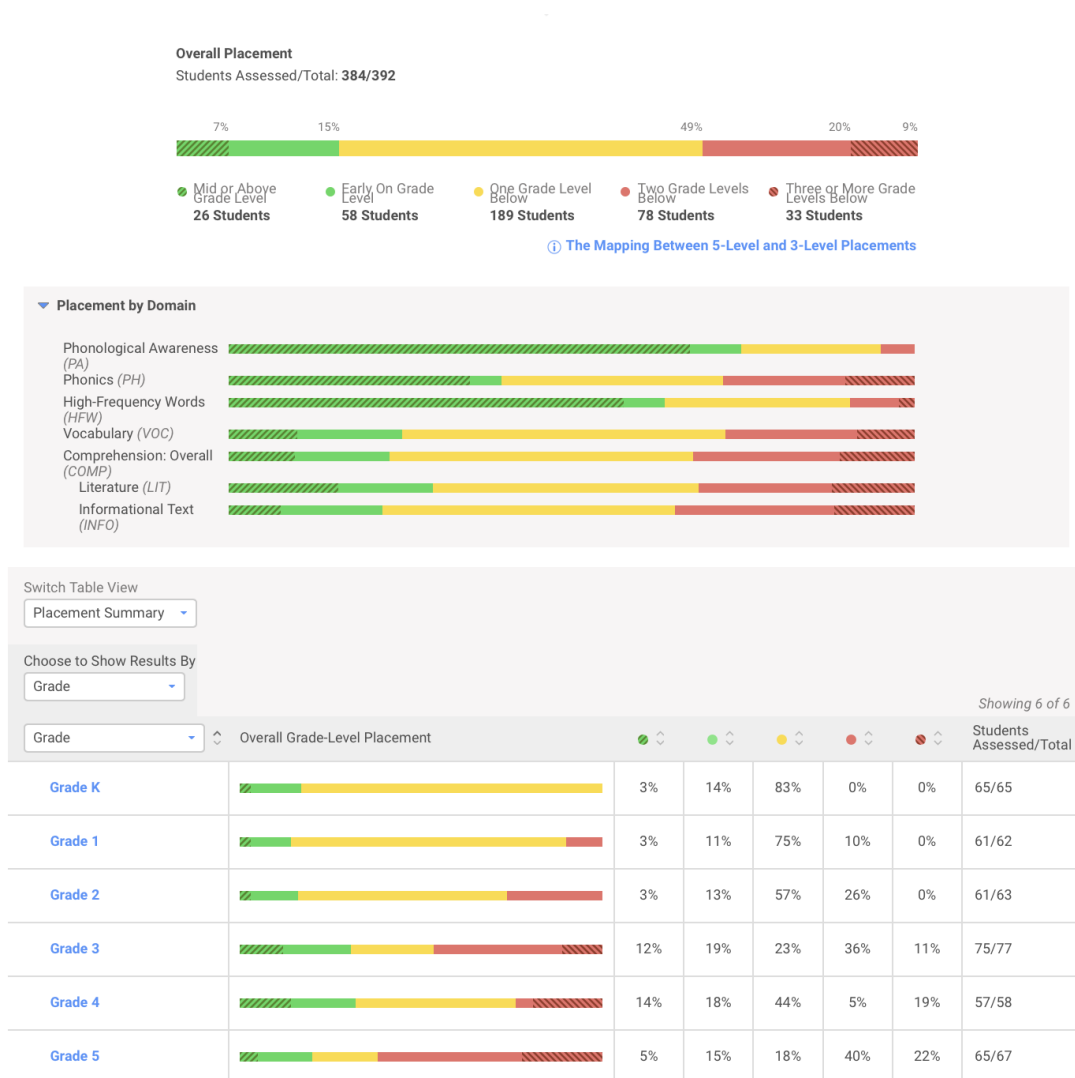
- Size the impact of extended school closure
    - Understand beginning-of-year deficits
    - Identify at-risk populations
- Plan instruction and supports that address unfinished learning and current grade-level standards
- Set goals and monitor growth

Chart below provides information on the timeline and process we will use to meet our assessment-related goals for the 23-24 academic year.

🔖Screening Dates for 2023-2024: Elementary

Assessment and Dates	Details
1-5 i-Ready Reading and Math: September 5 through September 22	• 14 available weekdays • No overlap with other screener
K i-Ready Reading and Math: September 5 through September 29	• 19 available weekdays • No overlap with other screener
Bloomsights(1-5)/Staff Connections(K-5): October 3 through October 16	• 10 available weekdays • No overlap with other screener
b.e.s.t: October 17 through October 31	• 10 available weekdays • No overlap with other screener
Bloomsights(1-5)/Staff Connections(K-5): January 2 through January 16	• 10 available weekdays • Overlap with i-Ready/FastBridge
i-Ready Reading and Math: January 4 through January 26	• 15 available weekdays • Overlap with Bloomsights/Staff Connections Survey • Overlap with end of semester (grades given)
Bloomsights(1-5)/Staff Connections(K-5): April 2 through April 16	• 11 available weekdays • Likely overlaps with state testing • Principal discretion with this window, as it likely overlaps with state testing; complete in April at some point
i-Ready Reading and Math: April 29 through May 17	• 14 available weekdays • No overlap with other screener

Rothschild Elementary Fall 2023 iReady Data for Reading

Overall Placement
Students Assessed/Total: **384/392**

	7%	15%		49%	20%	9%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
26 Students	58 Students	189 Students	78 Students	33 Students

ⓘ The Mapping Between 5-Level and 3-Level Placements

▼ Placement by Domain

Phonological Awareness (PA)
Phonics (PH)
High-Frequency Words (HFW)
Vocabulary (VOC)
Comprehension: Overall (COMP)
　Literature (LIT)
　Informational Text (INFO)

Switch Table View
[Placement Summary ▾]

Choose to Show Results By
[Grade ▾]

Showing 6 of 6

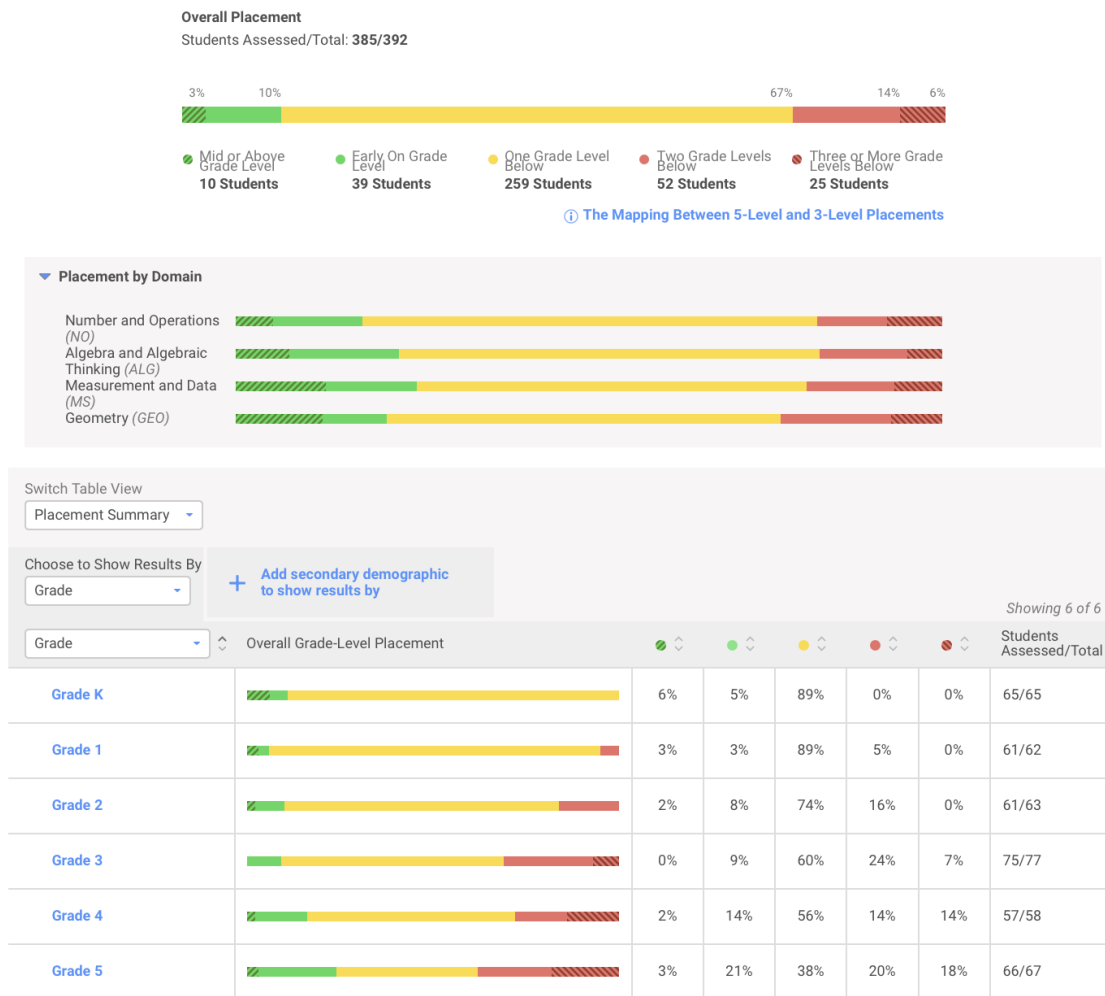| Grade ▾	⇕	Overall Grade-Level Placement	◕ ⇕	● ⇕	● ⇕	● ⇕	◉ ⇕	Students Assessed/Total
Grade K			3%	14%	83%	0%	0%	65/65
Grade 1			3%	11%	75%	10%	0%	61/62
Grade 2			3%	13%	57%	26%	0%	61/63
Grade 3			12%	19%	23%	36%	11%	75/77
Grade 4			14%	18%	44%	5%	19%	57/58
Grade 5			5%	15%	18%	40%	22%	65/67

**Report shows student's current grade level knowledge of current grade-level standards

Tier I--on or above grade level
Tier II--one year below
At risk for Tier III---two or more grade levels below

Rothschild Elementary Fall 2023 iReady Data for Math

Overall Placement
Students Assessed/Total: **385/392**

| 3% | 10% | | 67% | 14% | 6% |

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
10 Students	**39 Students**	**259 Students**	**52 Students**	**25 Students**

ⓘ The Mapping Between 5-Level and 3-Level Placements

▼ Placement by Domain

Number and Operations *(NO)*

Algebra and Algebraic Thinking *(ALG)*

Measurement and Data *(MS)*

Geometry *(GEO)*

Switch Table View

Placement Summary ▾

Choose to Show Results By

Grade ▾

＋ Add secondary demographic to show results by

Showing 6 of 6

Grade ▾ ⇕	Overall Grade-Level Placement	◉ ⇕	● ⇕	● ⇕	● ⇕	⊘ ⇕	Students Assessed/Total
Grade K		6%	5%	89%	0%	0%	65/65
Grade 1		3%	3%	89%	5%	0%	61/62
Grade 2		2%	8%	74%	16%	0%	61/63
Grade 3		0%	9%	60%	24%	7%	75/77
Grade 4		2%	14%	56%	14%	14%	57/58
Grade 5		3%	21%	38%	20%	18%	66/67

**Report shows student's current grade level knowledge of current grade-level standards

Tier I--on or above grade level
Tier II--one year below
At risk for Tier III---two or more grade levels below

Needs Assessment: Student Selection

Students that are failing or at risk of failing to meet the state's challenging student academic achievement standards are selected for tiered interventions through a needs assessment process that prioritize students for service via a rank order:

Literacy:

Students in grades 4-5 are identified and prioritized for Tier 1, Tier 2, or Tier 3 Literacy Interventions based on:

> iReady Universal Screening
> WORDS THEIR WAY Spelling Inventory
> Forward Literacy Results – Students that scored in the below basic or basic range
> Grade level expectations on district reading proficiency chart
> Prior year's teacher recommendation (if available)
> Other available local assessment data

Students in grade 3 are identified and prioritized for Tier 1, Tier 2, or Tier 3 Literacy Interventions based on:

> iReady Universal Screening
> Fundations Unit Assessments
> Grade level expectations on district reading proficiency chart
> Prior year's teacher recommendation (if available)
> Other available local assessment data

Students in grade 2 are identified kept prioritized for Tier 1, Tier 2, or Tier 3 Literacy Interventions based on:

> Grade level expectations on district reading proficiency chart
> Fundations Unit Assessments
> Prior year's teacher recommendation (if available)
> iReady Universal Screening

Students in grades K-1 are identified and prioritized for Tier 1, Tier 2, or Tier 3 Literacy Interventions based on:

> iReady Universal Screening
> Fundations Unit Assessments
> Grade level expectations on district reading proficiency chart
> Prior year's teacher recommendation - GOLD 4K
> Other available local assessment data

Students who are below proficient who are receiving other reading services through other special programs need to be examined to see if additional tiered services are required.

Math:
Students in grades 4-5 are identified and prioritized for Tier 1, Tier 2, or Tier 3 Math Interventions based on:

Forward Math Results – Students that scored in the below basic or basic range
iReady Universal Screening
Previous year's AIMSweb data
District Common Summative Grade Level Assessments
AVMR 1 and 2 assessments

Students in grades K-3 are identified and prioritized for Tier 1, Tier 2, or Tier 3 Math Interventions based on:

1. iReady Universal Screening – Grades 1-3
2. Previous year's AIMSweb data
3. District Common Summative Grade Level Assessments
4. Early Number and Classroom Instructional Framework in Early Numeracy-AVMR

Program Description:
Tier 1, Tier 2, or Tier 3 Interventions will be focused on K-5 Reading and K-5 Math. Resources will be used to accelerate targeted students as identified on a priority rank list using district screening assessments and state assessments. Resources will be used to move students from the basic and below basic categories into the proficient and advanced ratings. Tier 1, Tier 2, or Tier 3 Math Intervention resources will support the district's adopted curriculum as proficiencies using state and district assessments indicate need.

All students identified as being below basic and basic through our needs assessment process and provided services by a Title I teacher are considered Title I targeted students. Title I students may also be receiving additional reading/language arts instruction by other teachers/specialists: EBD, LD, Literacy Support, etc. in a pullout, push-in/teacher collaborative teaching model that directly benefits the participating Title I students. Students may be serviced in a pull-out or push-in/collaboratively teaching setting in the classroom based on the benefits to students.

* Title I personnel in a school-wide assistance school may collaboratively teach with classroom teachers if the collaborative teaching directly benefits participating Title I students. The setting can be self-contained or departmentalized classrooms at any grade level. Usually the classroom has heterogeneously grouped students. Subject areas are identified by the annual needs assessment. An in-class Title I teacher has a student list and is accountable for those student's progress in the same way as in Title I pull-out programs. Multiple criteria for selection are used (needs assessment) to identify the schoolwide Title I students.

The teaming model has several advantages, including:
>Maximizing student time on task
>Promoting positive self-image
>Increasing coordination with regular classroom curriculum
>Decreasing negative attitudes by students not in the program
>Increasing realistic grade-level expectations for the Title I teacher
>Learning additional teaching styles and strategies
>Providing collegial support (strategies, meeting individual needs, best practices, etc.).

Some of the challenges include:
>Scheduling (among classrooms, within the day or week)
>Transportation of materials
>Space availability in the regular classroom
>Scheduled collegial planning time
>Distractions from some students
>Keeping focus on goals for Title I students as a first priority

*Wisconsin Title I Guidelines, Nov 10, 2006, page 90

Tier One Literacy and Reading Math Intervention Activities and Resources:

Suggested Reading Activities (Grades Vary)			Suggested Math Activities:		
*Small group with any teacher or associate (your choice on what you review)			*iReady Math		
*Independent Reading/Fluency Passages			*Zearn preview/review lessons/foundational skills lessons		
*iReady Reading or Math			*AVMR Library Games		
*Extension activity choices (reading or writing extension)			*Board Games		
*Catch-up on classwork (Cursive pages, Fundations extensions)			*Math Standard Math Centers		
Suggested Reading Resources:			Suggested Math Resources(All Grades):		
*Kilpatrick- 1 min phonemic awareness (Grades 2-5)			*AVMR library		
*Morphology (Grades 2-5)			*Zearn		
*Heggerty (Grades K-2)			*iReady		
*Fundations Double Dose (Grades K-3)			*Think Tanks		
*iReady (Grades K-5)			*Power Packs		
*Raz Kids Lessons (Grades K-5)					
*LLI (Grades K-5)					

In our school-wide Title I program, there are no designated Title I students. Supplemental instructional services are provided for all students considered at-risk and /or below proficiency as identified by their state, local and other assessments.

Special Education Students:

Children with disabilities are eligible for Title I, Part A services on the same basis as other children selected to receive Title I services. They cannot be denied Title I services because they are enrolled in one of the many special education programs. See page 92 of the 2006 Wisconsin Title I Guidelines for examples of service integration and staff assignments for children with disabilities.

Summarize the strengths and needs of your current educational program as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide program as being High, Medium, or Low.

Priority	Summarize Strengths and Needs of Current Program *State in Measurable Terms*
High	*Student Achievement*
Reading Achievement Improvement	*Needs: The school needs improvement in our Wisconsin Forward Reading Assessment Score based on the Common Core State Standards (CCSS) and National Associate of Educational Progress (NAEP) scores.* *Strengths: Closing the gap scores from School Performance Report (SPR)*
Medium	*Curriculum & Instruction*
Reading Achievement Improvement	*Needs: The school needs to continue to identify and implement scientifically proven interventions for Tier II and TIER III students.* *Strengths: We have an approved list for Tier II and III. We have made progress towards this goal at all levels with staff development, teacher collaboration, and assessment training.* *Data Source: Staff Interviews/observations/Reach collaboration meetings*

Medium	*Professional Development*
Reading Achievement Improvement	*Needs: Classroom teachers need more training in programming areas of weakness for struggling readers to implement the correct Tier II and Tier III interventions.* *Strengths: Staff is providing interventions to students who fall below grade level on current curriculum based measures (CBM). iReady program will be utilized as a personalized, evidence-based and standards aligned tool for Tier 2 interventions* *New staff in Grades K--5 are being trained through LETRS.* *Staff in Grades K-3 will utilize FunDations, being coached and trained along the way.* *Staff in Grades 4-5 will utilize Word Study and Power of Patterns, being coached and trained along the way.* *Staff in Grades K-5 will utilize Wit & Wisdom, being coached and trained along the way.* *Data Source: Staff Development schedule, teacher observations*
High	*Parent/Community Involvement*
Reading Achievement Improvement	*Needs: We need additional parent input and feedback for our building and district instructional programs.* *Strengths: We have increased attendance at our PTO meetings and are developing reading parent engagement nights.* *Data Source: Parent survey*
High	*School Context/Organization*
Reading Achievement Improvement	*Needs: To use assessment data to drive instruction and planning support for student improvement at the Tier I level for reading and writing.* *Strengths: Rothschild staff is currently using collaborative team meetings to analyze screening and assessment data.* *Data Source: Staff Interviews/observations/Reach collaboration meetings*

High	Student Achievement
Math Achievement Improvement	*Needs: The school needs improvement in our Wisconsin Forward Math Assessment Score based on the CCSS and NAEP scores.* *Strengths: Closing the gap scores from School Performance Report (SPR)*
High	Curriculum & Instruction
Math Achievement Improvement	*Needs: The school needs to identify and implement scientifically proven interventions for Tier II and Tier III students.* *Strengths: We have made progress towards this goal at all levels with staff development, teacher collaboration, and assessment training.* *Data Source: Staff Interviews/observations/PLC meetings*
High	Professional Development
Math Achievement Improvement	*Needs: The staff needs more training in identifying areas of weakness for struggling math students to implement the correct Tier II and Tier III interventions.* *Strengths: Staff is providing interventions to students who fall below grade level on current curriculum based measures (CBM).* *Data Source: Staff Development schedule, teacher observations*
Medium	Parent/Community Involvement
Math Achievement Improvement	*Needs: We need additional parent input and feedback for our building and district instructional programs.* *Strengths: We have increased attendance at our PTO meetings and are developing math parent engagement nights.* *Data Source: Parent survey*

High	*School Context/Organization*
Math Achievement Improvement	*Needs: To use assessment data to drive instruction and planning support for student improvement at the Tier I level for math. To increase coordination and collaboration within the building between intervention programs to facilitate collaborative in class instruction with Title I, Special Ed. and EL staff.* *Strengths: Rothschild staff is currently using a collaborative team meeting and teaching model to reduce pullout and provide more connections within the instructional delivery.* *Data Source: Staff Interviews/observations/Grade level collaboration meetings*

As a result of the comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed in the first year of the schoolwide plan. Include current baseline data and targets.

Priority Focus Area	**Objective** *State in measurable terms and include current baseline data and targets.*	**Evaluation** *Identify how you will determine whether your objective has been met. Include the data source and/or evaluation tools to be used.*
Reading	Obtain an online data management system for effective Progress Monitoring	Implemented
Reading	Improve Collaboration Model for effective Team Meetings	Collaboration Model implemented
Reading	Provide a 3 tier Reading Intervention Program K-5	iReady Intervention data
Reading	Provide staff development to implement scientifically proven interventions.	District Staff Development Schedule
Reading	Obtain resources to implement program improvements – Standards based curriculum-Wit and Wisdom	Inventory

Reading	Obtain resources to implement program improvements – Decodable books for classroom teachers, Reading Teachers/Specialists – Tier II & Decodable books for Reading Teachers/Specialists–Tier II	Inventory
Reading	Obtain resources to implement program improvements – Decodable books for Reading Recovery/Specialists– Tier III Decodable books for Reading Recovery/Specialists –Tier III	Inventory
Reading	Implement a Tier II and Tier III scientifically researched reading intervention program model	District Staff Development Schedule—LETRS training iReady Intervention
Math	Provide a Tier II and Tier III Math Intervention Program K-5	RtI Intervention Data/AVMR/iReady
Math	Provide staff development to locate research based interventions and implement to fidelity	District Staff Development Schedule
Math	Provide staff development to implement math practices and Engage NY	District Staff Development Schedule/Math Coaching
Math	Use an online system for effective Progress Monitoring	iReady Intervention, Aimsweb, AVMR

The schoolwide reform strategies must provide opportunities <u>for all children</u> to meet the state's proficient or advanced levels of student performance by using effective instructional strategies that are based on scientifically based research, strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum and meet the educational needs of historically under-served populations.

Explain the school's implementation of schoolwide reform strategies that will provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. Describe strategies that particularly meet the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.

Continued training and observation will be provided for teaching staff as needed in literacy development and reading workshops. We will also provide staff development on effective interventions, progress monitoring assessment probes and data analysis of these probes. Staff will continue utilizing and receiving support in the implementation of Wit and Wisdom, LETRS, FunDations, Words Their Way, Power of Patterns, and Heggerty Phonemic Awareness Resource Lessons.

The D.C. Everest school district has provided inservice through organizations such as the Wisconsin Mathematics Council, Wisconsin State Mathematics Initiative, Ann Beninghoff Co-Teaching Model and the US Math Recovery Council. Staff will also be invited to attend AddVantage Math Recovery training. Currently, there are several teachers trained in Add+Vantage Math Recovery Course 1. Continued training and observation will be provided annually for teaching staff to improve instruction. Teachers in grades K-5 will also receive targeted coaching by an AVMR-trained mathematics coach.

Explain how the schoolwide reform strategies the school has chosen will use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program in the school, increase the amount and quality of learning time, provide an enriched and accelerated curriculum and meet the educational needs of historically underserved populations.

Continued training and observation will be provided for teaching staff as needed for Balanced Literacy annually.   We will also provide staff development on progress monitoring assessments probes and data analysis of these probes (iReady and AIMSweb).

Explain how the schoolwide reform strategies are consistent with, and designed to implement, the state and local improvement plans

Intervention programs being used with Tier 2 and Tier 3 students include placement in an appropriate intervention group in the IE Block, iReady Intervention, Primary Literacy Intervention, Fundations Intervention, Assisted Writing, Interactive Writing, SPIRE, Road to Code, Rewards, Road to Reading AddVantage Math Recovery, Foundations in Early Numeracy, small group instruction, peer reading tutors, and other interventions as necessary.

The School Board of the D.C. Everest Area School District has adopted goals for 2021-2025. These goals are brought to the attention of the community, the administrative staff, the teaching faculty, and all other employees to enable them to be aware of the direction in which the School Board will be exerting its efforts.

D.C. EVEREST AREA SCHOOL DISTRICT
DISTRICT GOALS

Great Place to Learn

GOALS

LITERACY
- Develop young readers, thinkers and problem solvers. Ensure that each elementary student meets or exceeds expected literacy and math growth.

PORTRAIT OF A GRADUATE
- Develop pathways that connect D.C. Everest students with the world. Provide opportunities for every D.C. Everest student to graduate with meaningful academic, service and community-based experiences.

Great Place to Work

GOALS

COMPENSATION
- Create and implement flexible compensation that values the unique circumstance of each employee.

PROFESSIONAL DEVELOPMENT
- Enhance and integrate a goal-aligned professional learning system that is choice-driven for every employee.

Great Community

GOALS

FISCAL RESPONSIBILITY
- Incrementally shift resources to support inclusive, innovative learning opportunities while establishing a stable tax levy rate.

DIVERSITY & INCLUSION
- Attract and retain a diverse group of individuals to better reflect our community and student body, and foster an inclusive environment for all learners and employees.

COMMUNITY LEARNING CENTER
- Create a vision and execution plan for an Early Evergreens Academy in collaboration with the community.

EQUITY, INNOVATION & MENTAL WELLBEING
Each of the D.C. Everest Area School District's goals is designed to promote equity, innovation and mental wellbeing. Our aim is to foster a culture that provides each individual with the tools and opportunities needed to succeed now and into the future, and which prioritizes the social, emotional, and mental wellbeing of our students and staff.

OUR MISSION
D.C. Everest Area School District, in partnership with the community, is committed to being an innovative educational leader in developing knowledgeable, productive, caring, creative, responsible individuals prepared to meet the challenges of an ever-changing global society.

Describe intervention activities that will be in place that will ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely assistance. This must include measures to ensure that student's difficulties are identified on a timely basis and that sufficient information on which to base effective assistance is provided as part of school wide programming.

Intervention programs being used with Tier I literacy students include additional guided reading and small group instruction, peer reading tutors, adult interventions, etc.

Intervention programs being used with Tier II and Tier II literacy students include iReady Intervention, Rewards, Interactive Writing, Comprehensive Focus Group, Fundations Intervention, Wilson Reading, Leveled Literacy Instruction and Direct Instruction, Spire, Sounds Sensible, Sonday, and Equipped for Reading Success.

Intervention programs being used with Tier I, Tier II, and Tier III math students include:

1. FRONT-LOADING Intervention: During a front-loading intervention, students receive exposure and concrete (manipulative) practice for an upcoming unit of study. This may include:

- Extra time using manipulatives to build conceptual understanding of the next unit
- Number Talks that elicit new strategies mirrored in the future unit
- Explicit vocabulary work that ties to the upcoming unit

The FRONT-LOADING intervention may be especially helpful in giving students the necessary background knowledge and vocabulary understanding to successfully construct their understanding of a given topic in core instruction.

2. RE-TEACHING Intervention: During a re-teaching intervention, students receive additional instruction by reviewing topics previously covered during core instruction. This may include:

- Additional time working with manipulatives to revisit conceptual understanding
- Additional time working on games that were used during core instruction
- The use of intervention videos to support visual learning
- The use of correlated Engage NY lessons to focus re-teaching

3. GAP-FILLING Intervention: Gap-filling interventions are more intensive as they require the teacher to dig deep into the standards/concepts a given student is struggling with. This can be done using information provided by iReady or AVMR and may require that teachers reteach standards from previous grade-levels in order to meet the needs of students (see http://achievethecore.org/coherence-map/ for more information on targeting standards).

High poverty, low performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, NCLB requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program school meet the qualifications required by section 1119.

Identify all paraprofessionals (regardless of funding source) employed at your school who provide instructional services to students. For each paraprofessional provide documentation to demonstrate that he/she meets one of the three criteria required under Title I law:

Completed two years at an institution of Higher Education (at least 48 semester credits), or

Has an Associate's degree or higher, or

Passed the district assessment and qualifications

Note: Paraprofessionals hired after January 8, 2002 must meet one of the three criteria at this time. Paraprofessionals hired before January 8, 2002 must fulfill the above listed requirements by June 30, 2006.

Explain/outline the duties of each paraprofessional employed at your school (regardless of funding source). For each paraprofessional (1) explain how their duties increase the opportunities for all students to meet the state's academic achievement standards and (2) identify how the duties are allowable under Title I law.

Allowable duties for paraprofessionals:

One to one tutoring.

Assist classroom management.

Provide computer lab assistance.

Conduct parental involvement activities.

Serve as a translator.

Provide support in a library or media center.

Provide instructional support under direct supervision of a teacher.

Provide health and first aid assistance.

Last Name	First Name	Position	Highly Qualified
Cook	Laurie	Secretary	Yes
Chapin	Nicole	Grade 4 Associate	Yes
Osterbuhr	Macayla	SwD Assistant	Yes
Ziert	Annette	3K Associate	Yes
Herrle	Annette	SwD Assistant	Yes
Lowe	Heidi	Grade 1 Associate	Yes
Merkel	Noah	SwD Assistant	Yes

Johnson-Schiller	Jody	SwD Assistant	Yes
Klopstein	Diane	SwD Assistant	Yes
Kermitz	Rebecca	Grade 5 Associate	Yes
Platta	Kiyann	Secretary	Yes
Plautz	Jenna	Grade 2 Associate	Yes
Pritzel	Brenda	SwD Assistant	Yes
Rase	Kayla	SwD Assistant	Yes
Roberts	Megan	SwD Assistant	Yes
Stadler	Sam	SwD Assistant	Yes
Traska	Korrin	Health Assistant	Yes
Uzquiano	Karianna	SwD Assistant	Yes
Xiong	Sue	Kindergarten Associate	Yes
Yang	Louise	Grade 3 Associate / EL Associate	Yes
Yonke	Maddie	SwD Assistant	Yes

C. Identify all teachers employed at the school, their teaching position at the school, the course(s) that they teach, and provide documentation that they meet the definition of "highly qualified" as outlined in Title I law.

Last	First	Title	Highly Qualified
Gilmore	Emily	School Guidance Counselor	Yes
Hintz	Morgan	School Social Worker	Yes
Teske	Stefanie	School Psychologist	Yes
Selle	Suzanne	Speech/Language	Yes
Kaminski	Sarah	District Literacy Coach	Yes
Hobbins	Stephanie	Reading Intervention	Yes
Skalitzky	Devanne	Math Intervention	Yes
Thao	Yer	EL Resource	Yes
Hostvedt	James	IMC Specialist	Yes
Gebert	Samantha	Phy Ed Teacher	Yes

Krentz	Sarah	Art Teacher	Yes
Zell	Cassie	Music Teacher	Yes
Krueger	Christine	SWD	Yes
Beaudo	Kayleigh	SWD	Yes
Mueller	Samantha	SWD	Yes
Rase	Lucas	SWD	Yes
Schuch	Josh	SWD	Yes
Fletcher	Kathryn	Kindergarten	Yes
Swenson	Katelyn	Kindergarten	Yes
Westphal	Julie	Kindergarten	Yes
Golisch	Jessica	First Grade	Yes
Westfall	Ajay	First Grade	Yes
Ziegelbauer	Lora	First Grade	Yes
Maciaz	Sarah	Second Grade	Yes
Peterson	Avery	Second Grade	Yes
Stetzer	Kristin	Second Grade	Yes
Cywinski	Makayla	Third Grade	Yes
Sattler	Stephanie	Third Grade	Yes
Strehlow	Elizabeth	Third Grade	Yes
Baregi	Jill	Fourth Grade	Yes
Blake	Karrie	Fourth Grade	Yes
Low	Melissa	Fourth Grade	Yes
Bullis	Matt	Fifth Grade	Yes
Harvanek	Angela	Fifth Grade	Yes
Miller	Jami	Fifth Grade	Yes
Baca	Melanie	3K	Yes

Describe how you will ensure a highly qualified professional staff is employed at your school and how qualified staff will be employed in a manner that best enhances your schoolwide reform plan.

See DC Everest district teacher/support staff hiring procedures. Staff being considered for employment in a Title 1 Schoolwide Program school need to meet required highly qualified criteria as a part of the application / hiring process.

Describe the strategies the school will use to attract and retain highly qualified teachers.

D.C. Everest School District utilized a salary structure where PD hours are required for lane advancement. Attracting and retaining highly qualified teachers has never been a problem in this regard. The reputation of the D.C. Everest School District has always attracted and retained high quality teaching candidates.

Schoolwide programs are required: to provide instruction by highly qualified professional staff; to support intensive and sustained professional development; and to include teachers in decisions regarding the use of assessments in order to provide information on, and to improve students' performance and overall instructional program. This section should include the professional development plan for the entire school regardless of the funding source. A sample professional development template is available on the EED website that may be used if desired. See the following link:

http://www.eed.state.ak.us/forms/nclbtitletwo/Sample05-04-023.doc

Describe the process of determining the professional development needs of all principals, teachers, paraprofessionals, and others as appropriate in your schoolwide plan.

Teachers are provided with staff development training and coaching with all new literacy, math and other academic programs. Mentorship training is provided with veteran staff assigned to new hires to the district. All staff complete a yearly professional development plan with their supervisors designed to meet personal and school wide goals.

Describe how the school will implement high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

The district provides high quality and ongoing staff development opportunities for all personnel in a coordinated district and building plan based on building and district academic goals.

Describe measures to provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

Every elementary school has an annual goal setting staff meeting in August to review school assessment data and goes through a goal setting process to identify concerns, strengths, and weaknesses in our academic program. Decisions for academic building goals are based on the assessment review.

Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents; especially in helping their children do well in school. In addition, parents must be involved in the planning, implementation, and evaluation of the schoolwide program.

Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program.

Parent feedback on Title I plan, school surveys, parent/teacher conferences, and periodic parent communication provides opportunities for parent involvement.

Describe how parents will receive timely information about the Title I program, how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet and how they will be encouraged to participate in decision making opportunities about their child's education.

Newsletter with Schoolwide Title I brochure, quarterly report cards, communication from teachers and principals regarding curriculum, assessments and expected proficiency levels through email, phone, letters, and conferences. Surveys provided for parents regarding school.

List specific training activities and decision-making opportunities for parents. (Include meeting dates for the planning, implementation, and evaluation of the Parent Involvement Policy, compacts and school plans.)
PTO Committee – decision-making opportunity for parents
- Monthly meetings

Parenting with Love and Logic
· 6 weeks in October/November (2 hours a night)
· Pre/post surveys
· Parents have the opportunity to attend a five-week parenting program which give them strategies to use with day-to-day parenting challenges. The skills taught throughout the program are:
· Raising responsible kids by teaching responsibility
· Learning how to share control by letting children own the problems and letting empathy and consequences do the teaching
· Learning how to share control by giving choices
· Practicing how to guide children to solve their own problems
· Teaching parents how to set limits by using thinking words
· How to let empathy and consequences do the teaching

Parent/Teacher Conferences
· October/February

School Website: **https://www.dce.k12.wi.us/rothschildelementary**
Facebook Page: DC Everest Rothschild Elementary

Describe the yearly parental evaluation of the schoolwide program, including how this information is used to improve the schoolwide plan. Note that if the evaluation results or individual comments show that the schoolwide plan is not satisfactory to parents, the school is required to submit these comments to the district.

DC Everest School District is committed to creating a great place for students to learn, teachers to teach, staff to work, and parents to know their child is receiving a great education. In partnership with Studer Education, the following survey is on our district's five-year plan of implementation for getting productive and useful feedback. Perceptions will be collected and analyzed from parents/guardians annually where they will rate the following statements on a 5-point scale:

- My child's learning is a high priority at this school.

- School rules/discipline plans are enforced consistently at this school.

- I regularly receive feedback from school staff on how well my child is learning.

- My family is treated with respect at this school.

- My child has every opportunity to be successful at this school.

- My child has the necessary classroom supplies and equipment for effective learning.

- I would recommend this school to other parents.

- This school provides a safe environment for my child to learn.

- My child is recognized for good work and behavior at this school.

- The school is clean and well maintained.

- The teachers, staff, and administration at this school demonstrate a genuine concern for my child.

- I am proud to say I have a child at this school.

- I receive positive phone calls or notes about my child from the school.

- The principal at this school is approachable and reachable.

- The principal at this school is an effective leader.

- The Superintendent of the DC Everest School District is an effective leader.

- The Superintendent of the DC Everest School District makes decisions that are in the best interest of children and parents of the district.

The following compact is reviewed annually with students and parents/guardians in September.

PARTNERS IN LEARNING
STUDENT/PARENT/TEACHER COMPACT 2023-2024
_____
WE KNOW THAT STUDENTS LEARN BEST WHEN EVERYONE WORKS TOGETHER TO ENCOURAGE LEARNING

Student Goals:
- I will attend school regularly and be on time.
- I will do my best in class and at my school work.
- I will ask for help when I don't understand something.
- I will come prepared each day (supplies, books, completed work, charged iPad).
- I will keep a positive attitude towards self, others, school and learning.
- I will discuss with my parents what I am learning about in school.
- I will read and play math games frequently at home.

Student Signature_____

Parent/Guardian Goals:
- I will ensure that my child attends school regularly and is on time.
- I will provide enough time and an environment at home that allows my child to complete school work and/or study at home.
- I will encourage my child to do his/her best work.
- I will be aware of my child's progress by attending conferences and requested meetings, monitoring homework, checking school work and communicating with staff.
- I will reinforce to my child the importance of respect for self and others.
- I will play math games at home and read frequently with my child.

Parent/Guardian Signature_____

Teacher Goals:
- I will be a positive role model.
- I will provide a positive learning environment that builds self-esteem and academic knowledge where students can be successful.
- I will maintain high expectations for myself and the students.
- I will communicate and work with families to support student learning.
- I will show respect to parents, students and family situations.
- I will support growth mindset learning.

Teacher Signature_____

Describe strategies that will be used to increase parent involvement including, if appropriate, family literacy services and activities that will inform families of college and career awareness and preparation programs.

DC Everest Elementary District Strategies:

- Adoption of Wit and Wisdom K-5 Curriculum for ELA
General Rationale for Selection and Implementation of Wit and Wisdom by Great Minds:
    - D.C. Everest must follow the Wisconsin Core Literacy/ELA Standards, which are developed and approved by the Wisconsin DPI. https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/ELAStandards2020.pdf Curricular materials should be aligned to these learning standards.
    - The D.C. Everest School District's mission is committed to providing a *quality education for all students*, with access to curricula that is rigorous, engaging, and accessible, and which proves effective at raising student achievement scores.
        https://www.edreports.org/reports?q=great+minds
    - The district utilizes culturally responsive practices to meet the established goals of the D.C. Everest School Board to ensure students:
        - Attain basic academic and analytical skills and knowledge to foster competency as a life-long learner.
        - Are provided with opportunities to explore a variety of career options and obtain vocational skills that set them up for success in their chosen career.
        - Have a robust understanding of the rights and responsibilities of citizenship, a broad understanding of state, national and global history, and an appreciation for and understanding of diverse value systems and cultures.
        - Acquire personal development skills that allow them to cope with social change, understand the importance of lifelong health, appreciate individual creative expression, accept responsibility for their actions, and make sound decisions.
    - Why *Wit and Wisdom by Great Minds*?
        - Wit and Wisdom scores highly on edreports.org - Rigorous Curriculum, Instruction, and Assessment: https://www.edreports.org/reports/overview/wit-wisdom-2016
        - The *Wit & Wisdom* approach helps teachers celebrate the joy of reading and writing with students, while also personalizing learning to help all learners tackle rigorous educational standards, including advancing learning for advanced students.

- By reading books they love and engaging meaningfully in their learning, students develop the knowledge and skills they need to be successful readers, critical thinkers, and effective communicators who love to learn and can succeed in college, career and workplace, and apply a variety of adaptable language skills.
- *Wit & Wisdom by Great Minds* allows educators to teach more meaningful English Language Arts and literacy lessons designed on three principles.
  - Every *Wit & Wisdom* text students encounter is authentic and of the highest quality: students read books they love to build knowledge of important topics in literacy, science, social studies, history, etc. and master literacy skills. The texts are wide-ranging and varied, including a careful balance of literary, informational, and fine arts texts.
  - Knowledge Building: Every module, or unit of study, in each grade focuses on a topic essential for building background knowledge, vocabulary, and writing skills. For example, students learn about the seasons, the American Revolution, civil rights, space exploration, insects, etc. Essential topics strategically reoccur, empowering students to deepen understanding of core knowledge across Grades K–5.
  - Integrated, Not Isolated: Students practice reading, writing, speaking, listening, and language in an integrated way, with every strand of the standards woven throughout each module. This integrated approach enables students to be more successful as they activate and build on what they've learned.

View the Quick Summary Teacher's Overview Guide Here:

https://www.lrsd.org/cms/lib/AR02203631/Centricity/Domain/574/Wit%20and%20Wisdom%20Implementation%20guide.pdf

View the Detailed Summary Guide Here:

https://s3.greatminds.org/link_files/files/000/000/007/original/IG.pdf?1489431853

- Grades K-2 continue to utilize coaching to support Foundational Literacy Standards.
- Grades 3-5 continue to utilize coaching to support Language Standards and Word Knowledge.
- Continue AVMR (math) PD.
- Continue focused coaching support in math; aligning resources and curriculum to the standards by powersheet unit.

- Utilize the Powersheets/power standards by unit in ELA.
- New staff to complete LETRS PD this year.
- Continued focus on academic and content specific vocabulary.
- Continued focus on building background knowledge via access to diversity of text.
- K teachers utilize the Phonological Awareness Screening Test (PAST) to diagnose student needs and respond in instruction. (PAST is an informal, diagnostic, individually administered assessment tool used with select students in grades K-5 to obtain additional information to inform foundational literacy instruction.
- Utilize the personalized iReady student accounts to ensure ongoing additional work in standards where individual students are struggling.
- Tier II/III Interventions utilizing i-Ready
- Utilize sound walls in K-2 classroom

Rothschild Elementary Parent Involvement Opportunities 2023-2024

Literacy	Math	Social Emotional
● Family Literacy Night 　○ November 16	● Family Math Night 　○ April 19	● You Matter Moments 　○ October 23 　○ February 5 　○ April 29

7. School Context and Organization

Schoolwide programs are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. This should include a coherent and seamless transition for preschool students into the school program and coordination with other federal state, and local programs.

Describe strategies to assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a district-run preschool program, to the local elementary school.

Transition meeting / communication with 4K/Early Childhood is held every year as new students from this program enter. We also have district teachers and staff on early childhood education IEP teams.

The school district is providing a "Bridge to Kindergarten" program during the summer prior to starting in the fall as kindergarten students. This will provide incoming kindergarten students with readiness skills and background knowledge to assist their transition into the regular school year. There are also follow-up kindergarten classes provided in summer school for students that need supplemental instruction following their kindergarten school year.

Describe the coordination and integration of Federal, State, and local services and programs, including programs supported under the No Child Left Behind Act of 2001, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

There is an annual planning meeting in March with public and private school administrators regarding planning the consolidated grant application. This is also used as preliminary planning and implementation of the Title 1 program for the following year.

The school must evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written. In addition, the plan must describe how the school will provide individual student assessment results, including the interpretation of those results, to the parents of a child who participates in the assessment.

Describe your plan for measuring and reporting student progress at the end of the school year, including how you plan to disaggregate data to identify groups of students and determine whether or not they are making progress.

Teachers will meet in collaborative meetings using the iReady Universal Screener and Progress Monitor for analysis of data. Data collected as part of this process will be used to assess student achievement and the success of the Title 1 interventions. This data will be used as well as year-end assessments to determine annual success of intervention programs.

Describe the plan for measuring and reporting student progress during the school year.

Teachers will meet in collaborative meetings using the Response to Intervention data analysis for progress monitoring. Data collected as part of this process will be used to assess student achievement and the success of the Title 1 interventions.

Describe how the school provides individual student academic assessment results in a language parents can understand, including interpretation of these results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3).

Semester academic progress reports
Bi-annual parent / teacher conferences
See District Annual Report

Describe what other measures you will use besides student achievement data to determine if the plan is being implemented successfully and the goals are being achieved.

Effective collaboration schedule-teachers will be provided 3 days of 30 min. of grade level collaboration time
Effective implementation of overall intervention plan-each grade level will have 30 minutes of scheduled intervention, maintenance, and enrichment time where students get what they need at their level for math and literacy
Teacher and parent feedback-staff will meet quarterly to update plan; plan will be shared at the quarterly PTO meeting by principal

Describe how you will use the results of your annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan to ensure continuous improvement of students in the schoolwide program.

A review of the program effectiveness and suggested alterations will be completed annually as part of the building evaluation and goal planning process. Changes can be implemented for the following year at this time.

Schools developing and implementing a schoolwide program should receive high quality technical assistance. List technical assistance providers who have helped the school develop its plan. Examples could include district or EED staff, or others from agencies such as institutions of higher education, educational service agencies, staff from other successful schoolwide program schools, or other local consortia.

Provide a list of technical assistance providers who have contributed to the development of the schoolwide plan. Include meeting or consultation dates and topics.

Assistance Provider	Date	Type of Assistance
Rothschild School Teaching Staff	June 2023	Set plans for implementing and scheduling reading/math plans for the 2023-24 school year.
Rothschild School Teaching Staff	September 2023	Rewrite Title Plan for 2023-2024
Rothschild School Teaching Staff	September 2023	Universal screening using iReady
Rothschild Intervention Staff	September 2023	EduClimber Data Dig
Rothschild Intervention Staff	September 2023	PLC meetings regarding identification of intervention students
Rothschild School Teaching Staff	September 2023	Review data for minimal and basic students.
Rothschild School Teaching Staff	October 2023	Review process for identifying RtI services to students.
Rothschild School Teaching Staff	October 2023	Parent/Teacher Conferences
Rothschild School Teaching Staff	Monthly 2023-24	Identified needed improvement for future
Rothschild School Teaching Staff	April 2024	Review Title One Plan
Rothschild School Teaching Staff	April 2024	Review and reflect on Title Plan for 2023-24
Rothschild School Teaching Staff	May 2024	Set agenda for district needs for reviewing RtI

Rothschild School Teaching Staff	May 2024	Finalized recommendation for screening, progress monitoring and data warehouse program.

<mark>10. Fiscal Requirements</mark>

Schoolwide plans must describe how Title I funds and funds from other sources will be used to implement the schoolwide plan and how Title I funding will be used to supplement state and local funding. [Sections 1114 (a)(1) & 1114 (b)(2)(A)(ii)]

Indicate which, if any, of the federal program resources are included in the school site budget.   (Include only funds that go directly to the site to support the schoolwide plan, not other district level support. See CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs.)

Rothschild Title Budget Requests 2023-2024

Rothschild-Title One Budget 2023-2024

Building	Requestor	Activity	Date	Purpose	Cost of Staff @ $26/hour	Budget Account #	Cost for food	Cost of suppplies	TOTAL	Total by building & by Title Grant	2023-2024 DPI allocation
Rothschild	Sabey	Literacy and Math Family Nights	October and April	Provide meals for families attending educational nights		415 221900	$1,200.00	$0.00	$1,200.00		
Rothschild	Sabey	Literacy and Math Family Nights	October and April	Purchase supplies and materials to share with families for at home learning activities.		411 219000		$2,200.00	$2,200.00		
Rothschild	Sabey	Reading Intervention Supplies	throughout the year	Support intervention programs and Fundations; decodable text sets		470 122000		$2,000.00	$2,000.00		
Rothschild	Sabey	Math Intervention Supplies	throughout the year	Support intervention programs and AVMR		470 124000		$400.00	$400.00		
Rothschild	Sabey	Professional Library	throughout the year	Literacy and Math PD Resources		490 221400		$400.00	$400.00		
Rothschild	Sabey	Consumables beyond district funded replacement	throughout the year	Fundation magnetic tiles workbooks, storage bags, storage containers, AVMR		411 120000		$1,500.00	$1,500.00		
Rothschild	Sabey	Razz Kids	throughout the year	K-2 literacy support		430 122000		$500.00	$500.00		
										$8,200.00	

Rothschild-Title Three Budget 2023-2024

Building	Requestor	Activity	Date	Purpose	Cost of Staff @ $26/hour	Budget Account #	Cost for food	Cost of suppplies	TOTAL	Total by building & by Title Grant	2023-2024 DPI allocation
Rothschild	Rena	EL Club	throughout the year	Field Trip		341 256770 391 809 000		$500.00	$500.00		
Rothschild	Rena	EL Club	throughout the year	Staffing (Y. Thao)	$2,000.00	145 171000 391 809 205			$2,000.00		
Rothschild	Rena	EL Club	throughout the year	Snacks		415 171000 391 809 000	$500.00		$500.00		
Rothschild	Rena	Educational Family Night	February	Provide meals/supplies for families attending educational nights		415 (food) 411 (supplies) 219000 391 809 000	$1,000.00	$1,000.00	$2,000.00		
Rothschild									$0.00	$5,000.00	