

# Washburn School District

## Title 1 Plan



Washburn Elementary is a Title 1 School which means we receive federal funding “to close achievement gaps and ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education” (Wisconsin Department of Public Instruction). We are part of a “schoolwide program” which means that we use these funds to create overall school improvement. We do this by providing instruction, resources, and additional support for all students to highlight their unique strengths and to support them in overcoming any challenges or barriers they may face.

Schoolwide Title 1 Programs are required to include the following ten components, along with measurable goals and strategies for implementation:

1. Comprehensive Needs Assessment
2. Schoolwide Reform Strategies
3. Highly Qualified Staff
4. Professional Development
5. Recruiting Highly Qualified Staff
6. Parental and Community Involvement
7. Pre-School Transitions
8. Staff Involvement in Assessments and Achievement
9. Individualized Student Support
10. Coordination of Programs and Funds

This document provides the ways in which the Washburn School District meets each of these components and is updated each year to reflect our current practices. For additional information, questions, or ideas related to Title 1 or the Elementary and Secondary Education Act (ESEA), please contact the Washburn School District Title 1 Coordinator, Ivy Meierotto ([imeierotto@washburn.k12.wi.us](mailto:imeierotto@washburn.k12.wi.us) 715-373-6199 ext. 209).

# 1. Comprehensive Needs Assessment

The first requirement of a Schoolwide Title 1 Program is to complete a comprehensive needs assessment on the academic achievement of all children. This assessment must be based on the academic standards and should impact school improvement plans as well as individualized student support.

Washburn Elementary collects data for our comprehensive needs assessment in the following ways: STAR, FastBridge, Forward, grade-level assessments, classroom assessments, student input, staff feedback, and family surveys. All of these resources help us create and achieve district, building, and grade level goals and also contribute to individualized student support plans.

Although assessment data is an important component in the comprehensive needs assessment, individualized support for students, and overall school improvement, families have the right to opt their child out of required assessments, including the Forward (state), STAR (district), and/or FastBridge (district). To learn more about the opt out process please contact the building principal.

# 2. Schoolwide Reform Strategies

The second requirement of a Schoolwide Title I Program is to have schoolwide reform strategies, or continuous improvement plans. These plans must focus on supporting all students in meeting or exceeding the grade level standards through effective instructional methods that address the unique needs of all students, including those academically below proficiency. Schoolwide reform strategies, or school improvement plans, must also measure growth over time and be in alignment with improvement plans at the state level and the local level.

**Vision Statement:** The Washburn Elementary community honors the whole child through a commitment to high levels of learning for all.

**Collective Commitments:** We are committed to:

- Ensuring all students are included and engaged in the school community
- Fostering strong relationships with and among students
- Fostering strong relationships with families to support student learning
- Creating, updating, and implementing:
  - relevant and engaging standards-based social-emotional curricula
  - rigorous and engaging standards-based academic curricula
  - innovative instructional practices
  - formative assessments to guide instruction
  - targeted support based on the unique needs of each child

**Continuous Improvement Plan:** All students in Washburn Elementary will make at least one year's growth in literacy and mathematics and the overall proficiency level will increase each year.

- Strong Core Academic Programming:
  - Wisconsin State Standards
  - Grade-level Pacing Guides
  - High-interest units and activities
  - Research-based practices and resources
- Quality Learning Time:

- Professional Learning Communities (PLC)
- Co-plan, to co-serve, to co-learn system
- Before- and after-school Castle Guard Kids childcare
- Home-based activities and interventions
- Summer School courses
- Summer Boost program
- Strategies for Meeting the Educational Needs of Historically Underserved Populations:
  - High-interest units and activities
  - Research-based practices and resources
  - Professional Learning Communities (PLC)
  - Co-plan, to co-serve, to co-learn system
- Counseling, Pupil Services, and Mentoring Services
  - Working collaboratively across all grade levels and content areas
  - Individualized student support meetings, plans, goals, and interventions
- College and Career Awareness and Preparation
  - Academic and career planning activities 4K-6<sup>th</sup> grade
  - Exposure to and integration of vocational and technical education programs

### **Section 3: Highly Qualified Staff**

Washburn Elementary employs highly qualified instructional staff members, each with the appropriate licensure, as well as the necessary skills, mindset, and passion for providing an excellent education for all children.

All families have the right to inquire information regarding professional qualifications including:

- The state qualifications and licensing criteria for grade levels and subject areas of their child's teacher
- If the teacher is under an emergency or provisional license
- If the teacher is teaching in the field of discipline of their certification
- Whether their child is provided services by a paraprofessional, along with their qualifications

For more information on the specific licensure, education, and experience of your child's teacher or instructional assistant please contact the Elementary Office or the building principal.

### **Section 4: Professional Development**

The fourth requirement of a school-wide Title 1 program is to have high-quality and on-going professional development for teachers. In the Washburn School District, staff members engage in professional development aligned to the district, building, and grade-level goals as well as their own unique interests and experiences. These professional development opportunities are integrated into staff meetings, after-hours professional development sessions, collaborative team meetings, book clubs, conferences, and more.

### **Section 5: Recruiting Highly Qualified Staff**

In addition to offering competitive wages and benefits, the Washburn School District also actively recruits highly qualified staff through a variety of avenues including but not limited to job postings, social media communication, family events, coordination with the local CESA, and collaboration with several teacher preparation programs throughout the Midwest. Each year, Washburn Elementary hosts student teachers and

practicum students, provides tours for educators interested in joining our district, and also supports staff members from within the district to acquire additional licensure, degrees, and experiences.

## **Section 6: Parental and Community Involvement**

One of the most important requirements of a school-wide Title 1 program is to have strong parent and community involvement. Each year, Washburn Elementary conducts surveys to gather feedback from parents and guardians regarding their child's education. This feedback is then used to contribute to continuous improvement strategies and goals. Washburn Elementary also hosts parent/teacher conferences, sends out classroom newsletters and updates, and utilizes social media to share information with families. There are also meet-the-principal events, a back-to-school open house, and schoolwide events such as Family Math and Literacy Night, Science Night, and a music concert. Each season, Washburn Elementary also hosts fall fest, winter fest, and spring fest and there are a variety of Parent Teacher Organization (PTO) meetings and events throughout the year. A Title 1 Compact (a commitment to high levels of learning by the student, the family, and the teacher) has also been added to our Student Handbook and is completed by students, staff, and families each year.

## **Section 7: Pre-School Transitions**

Every spring, Washburn Elementary hosts a Child Find event where children from 0-5 years old can visit the school, enroll for the upcoming year, and have a developmental screener completed for free by a licensed teacher. Washburn Elementary also has open house events to support the transition from pre-school to kindergarten, implements a 4K visit to kindergarten in the spring, and also holds transition meetings for any students with Individualized Education Programs (IEPs) when they begin their time at Washburn Elementary. All families who are new to the district are also encouraged to take a tour of the buildings and grounds with the Elementary Principal to help support the transition for both students and families.

## **Section 8: Staff Involvement in Assessments and Achievement**

The eighth requirement of a school-wide Title 1 program is to ensure the involvement of teachers in the use of academic assessments to provide information on each student's academic achievement including their areas of strength and areas for improvement. This requirement is met in the daily and weekly collaborative team meetings that occur at each grade level. Teachers review a wide variety of academic achievement data (see section 1) to guide their instruction and set individualized plans for students who need additional support. These plans are formulated during Student Support Meetings in which a team of educators utilizes a student's strengths and assets, alongside high-quality instruction and resources, to support growth in a specific area.

## **Section 9: Individualized Student Support**

Through the Student Support Meeting, data is used to determine any areas in which the student is not yet attaining proficient or advanced academic achievement. An individualized plan is made based on the student's strengths as well as input from the family. This plan includes the evidence-based resource that will be used, the frequency and duration of the support, and the educator providing the support. The student's progress is then monitored to determine the effectiveness of the plan and make any adjustments that may be needed to achieve or exceed grade level proficiency.

## **Section 10: Coordination of Programs and Funds**

The tenth and final requirement of a school-wide Title 1 program is to coordinate federal, state, and local resources, services, and programs. Washburn Elementary meets this requirement by coordinating our Title 1 program with our programs for Title 2, Title 3, and Title 4, as well as the Achievement Gap Reduction (AGR) plan, our work as a Professional Learning Community (PLC), our district, building, and team goals, and our individualized student support plans.