

Title I Schoolwide Program Plan for

Dickinson Elementary School

October 2025



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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)	Kathy VanPay
Contact Information (phone,email address)	920-337-1027 and lherlache@depere.k12.wi.us

Schoolwide Planning Team	
<p>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.</p>	
Administrator(s)	Luke Herlache, Kathy VanPay
Family/Parents	PTO Meeting on 10/14/25
Title I Part A Staff <i>(include positions)</i>	Sarah Bruening (Kindergarten) Andrea Jochimsen (1st Grade)
Licensed Staff <i>(include positions)</i>	Sara Esser (2nd Grade) Liz Kershek (3rd Grade) Michelle Bobholz (4th Grade)

Classified Staff <i>(include positions)</i>	Carla Jo Schneider (Special Education) Jorja Schneider (Math Learning Support) Amber Broihier (Dean of Students) Brandi Knott (Counselor) Luke Herlache (Principal) Paige Pelot (School Psychologist) Jessie Specht (Literacy Coach)
Others <i>(students, community members, etc.)</i>	PTO Organization, Student Leadership Council

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
8/13/2025	Data Retreat	X		
10/14/2025	Title I Annual Review and SIP Planning	X		X
8/25/25, 10/10/25	Feedback on SIP and Title Plan	X	X	
10/24/25 11/14/25	Student Leadership Feedback Sessions			X (students)

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 where:

- We, Dickinson students, staff and families, will create a warm and welcoming environment for all people where learning is joyful.
- 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 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 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

Staff Collective Commitments:

- We will select SLOs 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 (Institutional)
- We will hold all students and each other to high expectations (Institutional)
- We will support all needs of the whole child (Institutional)
- We will collaborate about best instructional decisions for students not-yet thriving (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 Student Services Team (Institutional)
- We will be reflective practitioners and decision-makers (Institutional)

School Profile

Dickinson Elementary is a K-4 school in De Pere, WI. We have 24 sections of classrooms ranging from 18 to 25 students per room, totaling a cumulative population of 507 students. One of our four 4K sites is also connected to our school for state-reporting purposes, which includes 37 4K students. Out of our entire student population, we serve:

- 12.5% Special Education (Including SL, 6.9% not including SL)
- 23.2% Economically Disadvantaged

	<ul style="list-style-type: none"> • 17.6% of all racial subgroups <p>We have literacy and math intervention support for students from staff comprising 1.0 FTE Reading Recovery, 1.25 FTE Literacy Support, .25 High-Intensity Lit Intervention, 1.5 FTE Math Learning Support and .25 FTE Lit Coach. We also have 3 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, 4 special education teachers who work cross-categorically, and 5.6 FTE for special education aides.</p> <p>Our students' needs range between academic, social, emotional, physical, behavioral, and psychological. We have a Student Services Team and Student Success Team that meets this range of needs, including membership from the Principal, Dean of Students, School Counselors, School Psychologist, Program Support Coordinator, District Nurse, School Social Worker, and School Resource Officer.</p> <p>For Professional Development, we have arranged for EdCamp style PD sessions where teachers are able to attend some required training sessions but also select topics of interest for other sessions. We have a schoolwide SLO goal focused on elevating our independent reading expectations and behaviors creating consistency across all classrooms. 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 staff meeting is about 30 minutes every Thursday. While there are a variety of PD topics at staff meetings, there are 2 sessions per month focused on building staff resilience using Onward by Aguilar as a scope and sequence. Other professional development comes from local trainings (Early Literacy Consortium, Math Recovery, AWSA, etc.), Global PD videos, Monday Morning Messages, book studies, conferences, webinars, and other opportunities as they arise.</p> <p>Our Literacy curriculum includes home grown units that were audited using DPI's curriculum crosswalk tool. Resources were inspired by Comprehensive Literacy Model, Units of Study Phonics, and Patterns of Power, and is supported by aimswebPlus, Benchmark Assessment System, and iReady 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, Math Fact Lab, Add+Vantage Math Recovery, Math Frameworks and the work of John Van de Walle and Graham Fletcher. 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 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, Meet the Teacher, Kindergarten Orientation, Kindergarten Play Date, New Family Orientation, a Family Dance, the Cardinal Carnival, and 5 or 6 restaurant nights. We have 2 sets of evening parent-teacher conferences (one in fall and one in spring) and 3 formal reporting periods with report cards. We've also organized a Dickinson Cares event that collects funds and resources for local community organizations. This service-learning project is one of many ways we develop our district Graduate Profile attributes in our students.</p>
<p>Description of the Process Describe the process used to collect and analyze data and determine the highest priority needs. Include the following:</p>	<p>The data sources listed above and our B.E.S.T. 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 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</p>

<ul style="list-style-type: none"> ● List of data sources reviewed (ex.) <ul style="list-style-type: none"> ○ Stakeholder data -educator’s families, community, students ○ Student Achievement-demographic, achievement and growth, graduation rates ○ System Assessment Data (Schoolwide Implementation Review SIR, Tiered Fidelity Inventory TFI, District Capacity Assessments DCA, ect) ○ Adult Practice Data ○ Fidelity Data ○ School data-resources, safety, climate, behavior ○ Educator data-effectiveness, retention rates, areas of expertise and shortage, job satisfaction ● Explanation of how stakeholders were involved throughout the process ● Root cause analysis 	<p>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"> ● Roles: Student Input, Problem-Solver, Recorder, Barrier Destroyer, Community Support Expert, Communicator, Timekeeper, Literacy Guru, Mathematics Guru, Facilitator, Co-Facilitator and Parking Lot Attendant. ● 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? ● 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. <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. The Principal, School Psychologist, Counselor and Dean of Students complete the walkthroughs as a team. In addition, our ESAIL team will be joining the walkthrough with some literacy look-fors as part of our literacy coaches’ participation in Partnerships in Comprehensive Literacy Model.</p>
<p>Summary of Key Findings</p> <ul style="list-style-type: none"> ● Include the key strengths ● Include areas of need based on data gathered 	<p><u>Literacy</u></p> <p>Since adopting the updated, more rigorous Benchmark Assessment System two years ago, our data shows too many students below benchmark at the end of the year, not matching the accelerated growth we are seeing on the WI Forward Exam. Our economically disadvantaged, special education, and non-white students lag in proficiency compared to the school averages. With increased BAS expectations, we haven’t analyzed our instructional moves to make sure the level of rigor of our teaching moves matches our assessment expectations. With our Illustrative Mathematics adoption, we spent a majority of our PD efforts on improving math instruction and outcomes over the last 2 years. Through our ESAIL walkthroughs, we have identified inconsistent independent reading practices and expectations across classes and grade levels, suggesting a need for an independent reading progression and monitoring system. While there is work to be done to continue improving our student learning outcomes, our students proficiency grew from 53.8% in 2022-23 to 72.6% in 2024-25 on the Wisconsin Forward Exam.</p> <p><u>Math</u></p> <p>Our 3rd and 4th grade data lags behind the district’s data on the district screener. While K-2 data is relatively comparable to district averages, we notice cohorts of kids that were more successful up until 2nd grade start to become less proficient starting in 3rd grade. We have identified a standard that our students specifically struggle with, which is NBT.2 Addition and Subtraction within 1,000. The part of the standards that needs to improve is subtraction within 1,000 most notably in grades 3+4 with some prerequisite skills taught in 2nd grade. Our screener also has students doing all mental math, meaning they are not able to write or track thinking on paper during the assessment. We believe students would perform better on the</p>

	<p>screeener if they were able to track thinking or write, but this screener specifically assesses students’ ability to perform numeracy tasks. We also have identified gaps in our students’ fraction understanding and will do a deep dive into fraction standards and curricular resources. While there is work to be done to continue improving our student learning outcomes, our students’ proficiency grew from 51.5% in 2022-23 to 76.4% in 2024-25 on the Wisconsin Forward Exam.</p> <p>Engagement - Our male students tend to play more competitive games at recess, where many of the office discipline referrals happen. These students seem to struggle with good sportsmanship when playing competitive games.</p>
<p>1-3 Goal Statements SMART: Specific, Measurable, Achievable, Realistic, Timely goals based on the needs assessment and building level priorities</p>	
<p>Literacy Continuous Improvement Goal</p>	<p>Strategic Plan ELA Goal: Dickinson will increase the ELA growth score from 69.8 to 72.5 or higher and the achievement score from 85.0 to 86.0 or higher as measured by the District State Accountability Report Card (released in Fall 2025).</p> <p>Literacy Continuous Improvement Goal/s:</p> <ul style="list-style-type: none"> ● 90% of Dickinson Kindergartners through 2nd graders will reach proficiency or grow by 1.33 times the annual expected growth rate on the benchmark assessment system. ● 90% of 3rd and 4th graders will reach their iReady “Typical Growth” goal.
<p>Math Continuous Improvement Goal</p>	<p>Strategic Plan Math Goal: Dickinson will continue to increase the Math growth score from 66.0 to 69.0 or higher and the achievement score from 88.2 to 89.0 or higher as measured by the District State Accountability Report Card (released in Fall 2025).</p> <p>Math Continuous Improvement Goal/s: All teachers in grades 1 -4 will intervene and/or enrich our math students based on the AVMR screener, iReady, and/or Essential Standards on average 3 days a week.</p>
<p>Engagement Continuous Improvement Goal</p>	<p>Strategic Plan Goal: Students will develop knowledge, attitudes, skills, and practices to maximize achievement and support positive school experiences through community partnerships and intentional engagement strategies.</p> <p>Student Engagement Continuous Improvement Goal/s:</p>

	<p>We will see improvement between fall and/or spring scores (24-25 v 25-26) on the BEST screener by focusing on building confidence and maximizing engagement with all of our students.</p> <p>All students who identify in need of support through School Engagement Surveys for relationship connectedness will receive intervention that builds skills to foster belonging and school engagement.</p>
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<h3>School Reform Strategies</h3>	
<p>A comprehensive schoolwide plan must describe how the school will improve academic achievement for all students, particularly the needs of those children who are failing, or are at-risk of failing, to meet challenging State academic standards and any other factors as determined by the LEA. 20 U.S.C. 6314(b)(6) The schoolwide plan must include a description of how the strategies the school will be implementing will- (i) provide opportunities for all children, including each of the subgroups of students(as defined in the state’s ESSA plan) to meet State academic standards; (ii) strengthen the academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum, which may include programs, activities necessary to provide a well-rounded education; (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the State academic standards. 20 U.S.C. 6314(b)(7)(A)</p>	
<p>Evidence-based strategies* that will improve instruction for ALL 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"> ● Explanation/Definition of “Evidence-Based” ● Evidence Based Brief 	<p>Area of need: Literacy Instruction</p> <p>Reform Strategy:</p> <p>We will provide and learn from high-quality coaching with the following foci:</p> <ul style="list-style-type: none"> ● Interactive Read Aloud ● High-Leverage Instructional Routines (CESA 6 Training) ● Literacy Reading Plans and Diagnostic Assessments ● Comprehensive Literacy Model ● Building Oral Language and Discussion Practices ● Word Study (4th Grade) <p>Rationale <i>(What evidence/research suggests this will work?):</i></p> <p>Act 20 mandated a new reading screener and literacy reading plans for students who performed in the lowest 25% on the reading screener. This is an opportunity for our school to dig into our current diagnostic assessments, learn some new diagnostic assessments, and make evidence based decisions for our students to help close their learning gaps.</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>Area of need: eMLSS Data-Based Decision Making</p> <p>Reform Strategy:</p> <p>Quartile 25% - we will progress monitor all students in our bottom quartile of our literacy data (BAS, iReady, aimswebPlus, and WI Forward) and Math (AVMR Screener) and consider them for support services within our eMLSS framework.</p> <p>Rationale <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, and PLC collaboration show that this is the right work.</p>
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Implementation/Action Steps (School Improvement Plan)

[School Improvement Plan](#)

Tools and Processes for Monitoring Progress

<p>Describe the tools and processes you will use to regularly monitor and revise the schoolwide plan.</p> <ul style="list-style-type: none"> • What benchmarks were established in your action steps that can be used for annual evaluation of the plan? • What assessments were used to measure the established benchmarks? 	<p>Our School Improvement Team will evaluate our learning levels triannually at data wall reviews. We will be using Math screening data, literacy data (BAS, iReady, aimswebPlus) 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>NextPath, 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</p>

	determine just-in-time interventions. Curriculum and Instruction intern Zach Klaus is also building us a pilot Early Warning Systems dashboard in NextPath to ensure we are catching all kids early on.
Describe the supports you provide for students having difficulty mastering standards. How will you know if the supports are effective?	We will offer a combination of push-in and pull-out supports defined by our academic eMLSS in Literacy, Math , and SEL . We will monitor these systems at regular intervals throughout the year by student.
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??	We will use historical data and compare to eMLSS 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.
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, as well as individual teacher observations.

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))	Inclusion of parents and input into our engagement strategies. They were a part of determining the needs from the annual review that helped drive our goal development. We also seek feedback from students and their parents in our goal-setting process. Parents are involved in
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<p>Describe how families are involved in the</p> <ul style="list-style-type: none"> • design of the schoolwide plan • implementation of the schoolwide plan • evaluation of the schoolwide plan <p><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></p>	<p>conferences, report cards, our parent organization, and many events throughout the year. Parents and teachers are encouraged to have ongoing communications outside of these formal opportunities.</p>
<p>Include a copy of your Title I Parent and Family Engagement policy that addresses how the school carries out the required activities of ESSA.</p>	<p>Dickinson Elementary School-Family Compact - this document is distributed and discussed at our parent-teacher conferences in October.</p>
<p>Describe how the school is carrying out the activities for building capacity for involvement.</p> <p>Include a description for each of the following:</p> <ul style="list-style-type: none"> • Provide assistance to parents to understand content standards, assessments, literacy training, technology, Title I programming, monitoring child’s progress and how to work with educators • Provide materials and training for parents • Train school staff on the importance of parent involvement • Coordinate with parent involvement in other programs in the school • Provide information in a format that is understandable to parents • Provide other reasonable support as requested 	<p>Collaboration Messaging Monday Morning Message content Thursday Messengers to all families Development of instructional videos for parent engagement at home, per our Title I Annual Review and Needs Assessment feedback from parents. Spanish Translations Parent Curriculum Website Family Nights with educational components in our Redbird Ready program Sharing of the Counselor Corner and related resources.</p>

<h3>Communication Plan</h3>	
<p>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>	
<p>How will you communicate the schoolwide plan</p>	<p>We will present the schoolwide plan to our staff and at a PTO meeting. We</p>

<p>(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>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>

<p style="text-align: center;">Coordination and Integration of Federal, State and Local Funds and Services</p>	
<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"> ● Title Programs ● Career and Technical Education ● Nutrition Programs ● Homeless Programs ● Head Start ● Violence Prevention Programs ● Adult Education ● Job Training ● Family Literacy 	<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 new book purchases. Their generosity allowed us to invest \$1,000 per classroom in new books to engage kids throughout the year. 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</p>	<p>De Pere School District has implemented various structures to support ongoing professional development. Two half days and 2 full 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</p>

<p>content.</p> <ul style="list-style-type: none"> ● Coordinate and do not duplicate ● Clarify activities and services ● Make connections <p>Coordination of services that have common federal requirements are:</p> <ul style="list-style-type: none"> ● Professional Development ● Parent and Community Engagement ● Violence Prevention ● Family Literacy 	<p>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 an SLO connected to the school improvement goals and district strategic plan.</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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Teacher Participation in Making Assessment Decisions

How will your school use assessment data to monitor student achievement and growth?

How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

- How are assessments selected?
- What decisions are made based on the assessments?
- How is assessment information shared?

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>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. 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>

<h3 style="text-align: center;">High Quality and Ongoing Professional Development</h3>	
<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 as requested. 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 curriculum writing 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.</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</p>

	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.
Describe how the professional development is “sustained and ongoing.”	We have a USDD Professional Development Learning Progression .
How will you monitor for fidelity and use data to plan ongoing professional development?	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.

Transition Strategies	
In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?	Getting Ready for Kindergarten is a summer school course offering. Kindergarten Playdate is an opportunity for incoming kindergarteners to come and play before school starts to see the school, meet other kids, and relieve anxiety. We also have a Rising Redbirds program that invites all 3 and 4 year olds not yet in a preschool program to attend multi-week play sessions.
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?	Kindergarten Readiness brochure, Kindergarten Orientation
In what ways does the school connect students to Foxview and communicate information on student academic, social, and behavioral supports.	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.

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>Therapy Dog Program, on-site Big Brothers, Big Sisters programming, 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.). 1.4 counseling FTE.</p>
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<p style="text-align: center;">Schoolwide Systems to Address Behavior (Optional)</p>	
<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.). 1.4 counseling FTE.</p> <p>Developing our eMLSS tiered supports around social, behavioral, and emotional needs.</p>