Hintgen Elementary School
2021-2022
To
2025-2026

School Improvement Plan

SCHOOL DISTRICT OF
LA CROSSE
Dream • Believe • Achieve

School improvement plans are a catalyst for both alignment and focus. While all schools need goals and plans, those do not need to be exclusively "test output" goals as there are many considerations (head and heart goals) when seeking to positively impact achievement. That said, whether you are focused on academic or "other" goals via your site plan, you should include "measurable" components; this allows for a baseline, or growth, to be measured. Did the action lead to growth? To address that inquiry, it takes some form of measurement.

As the school year progresses, a natural "evolution" occurs; thus, it is perfectly understandable that your school improvement plan will also evolve throughout the year. Each year on June 15th, there should be a “snapshot” of your school improvement plans along with progress placed in the yearly folder for archival purposes. Your new school improvement plan should then begin on June 16th on a new document, but can simply be a continuation of your work.

In the Spring of 2021, Dr. Engel shared the School District of La Crosse Strategic Plan for Educational Equity. This document connects board policy, results policies, and theories of action that lead to closing the achievement gap while raising the achievement for each and every student.
https://www.lacrosseschools.org/wp-content/uploads/2021/04/Strategic-Plan-for-Educational-Equity.pdf
The Strategic Plan was then crafted into a needs assessment that each school can use to monitor their current status and use to develop specific goals aligned to the overall Strategic Plan for Educational Equity.
https://docs.google.com/spreadsheets/d/1IF4Pi-zfDxk0AZfS4tWvxBkvOTqAi9u99HNzXlKnFsE/edit#gid=47883413

The link below takes you to a folder where school site plans are housed, so colleagues can learn and grow from each others' great work. The previous year’s plans are there for reference and can provide longitudinal data.
School Improvement Plans

2020-2021 Staff Development Plan https://docs.google.com/document/d/1UqQsvKQkkwTJjGl6xjl6BsP1DeZfcJolsg3xGXHz3-4/edit?ts=5ee7e068

2020-2021 PBIS Implementation Plan https://docs.google.com/document/d/1IkyNJKufYVtd5XoNdUVFj8dEPs9CpCqEWU6BV9o4muk/edit

2021-2022 Staff Development Plan https://drive.google.com/file/d/1B9Wku8x6I5pWQOdNrxOJ3Tgwhl8oCaZs/view

2021-2022 PBIS Implementation Plan https://docs.google.com/document/d/1qePlEsmFfObyTDHu-tUgrbQ3Rtm73ufqITXJeibJZyQ/edit?usp=sharing

2022-23 Goals, Objectives and Intervention Strategies

SMARTIE Goal 1:	**Goal Statement:** We will increase student engagement in literacy so that students demonstrate proficiency on their end of year benchmarks for their grade level as an independent reader, as measured by DRA2. From spring of 2022 to spring of 2022-23 we will increase by 25% the number of students who are achieving EOY benchmarks.
Why was this goal selected?	Our school has been working on addressing our Literacy Instruction for the past two years. With COVID, and an abrupt shift to online teaching and learning, some of our best practices in literacy that we were moving towards implementation to fidelity needed to be adjusted. As a result, the goal remains with a focus for staff implementation early on to address gaps in learning as it relates to reading instruction.
Alignment to District Equity Plan (check all that apply)	_x__Educators _x__Curriculum _x__Systems of Support _x__Leadership ___Community Collaboration
What will change? *(specific)*	Our staff will utilize look for documents and engage in coaching cycles throughout the year specific to literacy instruction for both reading and writing to enhance and strengthen teaching and learning.
For whom? *(specific)*	All staff: Classroom teachers, Special education teachers, ELL teachers, Coaches
By how much? *(specific, measurable, attainable/ambitious)*	Instructional coaching staff will meet bi-weekly with administration to plan building wide instructional support Coaches will meet bi-weekly with coaches to plan instructional supports Coaches will engage in coaching cycles with grade level teams Administration will plan building wide staff development aligned to this goal for all staff
When will the change occur? *(specific, measurable, relevant, time-bound)*	Coaching cycles will begin week 2 of school for the 2021-22 school year
How will it be measured?	Each grade level team will utilize a coaching cycle planning document with an agenda/note-taking template that includes

(specific, measurable)	the date, members present, agenda items, goals and next steps. In addition DRA2 will be utilized in the F/W/S to demonstrate student growth in reading
How will the process or outcomes address equity and inclusiveness? *(inclusive, equitable)*	We will ensure high levels of learning for all students provided by all staff

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful? (Review of strategy)
PLC agendas and team folders will be updated to 2022-23 and then shared with all building teams to access throughout the school year. BLT representatives will be the leaders who facilitate PLC meetings accessing notes/agendas each meeting. Use of new district wide forms will occur.	Grade level teams & BLT Reps.	☐ Updated team folders within the shared drive ☐ Visible PLC agenda each Wed. PLC in the LMC ☐ Shift to new district form next year 2022-23 and share with all staff	Fall 2021 - ongoing	Completed in 2021-22 school year, will continue in 2022-23 school year
Staff meeting and district building early release time will be utilized to focus on instructional practices specific to Literacy, both reading and writing.	Principal	☐ Map out building PD time to align to SIP goals ☐ Balance reading and writing focus ☐ Re-focus on this 2022-23 ☐ Focus on OG implementation in grades K-2 ☐ Focus on small group instruction K-5	Throughout 2021-22 school year Throughout the 2022-23 school year - focus on small groups and OG implementation	Completed in 2021-22 school year, will continue in 2022-23 school year

Plan and engage in consistent coaching cycles throughout the school year with grade level teams focused on instructional best practices.	Principal, Coaches	☐ Update Literacy Look Fors ☐ Update RC/PBIS Look Fors ☐ Re-develop Coaching cycles schedule for 2022-23 ☐ Tweak Coaching planning and feedback form for 2022-23 ☐ Develop coaching cycle communication ☐ Develop an accessible coaching calendar for all staff for 2022-23	Begin Fall 2021 Continue throughout 2021-22 school year, and 2022-23	Completed in 2021-22 school year, will continue in 2022-23 school year
We will continue to inventory, realign, and relevel our central book room for all teachers in the LMC so that it is accessible for guided reading/strategy groups during the 2022-23 school year and develop a protocol for utilizing these texts.	LMC, TItle Teachers, Title TA, all staff	☐ Order new leveled text sets ☐ Inventory, label, organize ☑ ~~Develop Book Room protocol to utilize~~ ☐ Review book room protocol in 2022-23	Summer 2021 Fall 2021 Ongoing 2021-22 school year, ongoing 2022-23 school year	Completed some in 2021-22 school year, will continue in 2022-23 school year and update protocol for texts
Continue to analyze, design and then implement universal expectations for reading as a school for independent reading time in the classroom. Continue use of schoolwide out of school protocol for reading developed in 2022-23.	Principal, Coaches, Grade level teams	☐ Update schoolwide Reading Tracking form for 2022-23 and a new book pouch. Introduce at PT conferences with parents ☐ Share with all teachers at PT Conferences the benefits of reading in 2022-23 ☐ Continue to develop classroom libraries ☐ Utilize leveling app to level classroom libraries	Winter 2021 - ongoing 2022-23	Completed in 2021-22 school year, will continue in 2022-23 school year

		☐ Develop book box expectations in 2022-23		
Engage in a Reading labsite experience in the fall with Facilitator Gina Neumann with grade level teams	Principal, Gina Neumann	☐ Identify dates ☐ Identify supporting focus within grade levels	Fall 2022	

Notes:

SMARTIE Goal 2:	**Goal Statement:** We will increase students number sense and fact fluency in grades K-5th so that 80% of students are proficient with their number sense routines as measured by iReady in F/W/S for students in grades K-5 during the 2022-23 school year *K -5: Use of iReady assessment F/W/S and implementation of daily Number Sense routine for math warm up and activities during Math workshop rotations* ● *Baseline of _____*
Why was this goal selected?	Our staff has been implementing Math Workshop for the past 3 years and successfully has been able to differentiate math instruction to meet student needs. With COVID during the 2019-20 school year students lost direct instruction from March 18- until the end of the year missing core math concepts. In 2020-21, students learned remotely for half of the year and we noticed deficits in their math understanding, specifically their number sense and fact fluency. We also wanted to focus on iReady; however, since this is the first year we are implementing this assessment we are unclear on what the data will indicate to us so therefore we identified Reflex as our progress monitoring tool for this year for students in grades 2-5 and the Number Sense Assessment for students in grades K and 1st. Our goal is to move towards use of iReady in future years aligned to the standards.
Alignment to District Equity Plan (check all that apply)	_x__Educators _x__Curriculum _x__Systems of Support ___Leadership ___Community Collaboration
What will change? *(specific)*	We will implement universally and consistently math fact practice time during a math workshop rotation on a daily basis in all grade levels grades 2-5th. We will implement universally and consistently number sense activities during a math workshop rotation on a daily basis is grades K and 1st.
For whom? *(specific)*	All students in grades K-5 for math fact fluency practice, number sense
By how much? *(specific, measurable, attainable/ambitious)*	

When will the change occur? *(specific, measurable, relevant, time-bound)*	As math workshop is re-introduced in classrooms and rotations are taught, students will independently engage in math fact fluency practice as one of their daily rotations. In addition a math number sense routine and protocol for a math warm will be taught building wide in October ot be implemented in addition to the math scope and sequence. All classrooms will implement this protocol in conjunction with current math programming and future math programming.
How will it be measured? *(specific, measurable)*	We will utilize iReady as our baseline assessment and then our Progress Monitor for students in grades K-5 at least 3 times per year. We will utilize the Number Sense Assessment for students as needed as an additional formative assessment to plan small group instruction.
How will the process or outcomes address equity and inclusiveness? *(inclusive, equitable)*	We will ensure high levels of learning for all students provided by all staff

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful? (Review of strategy)
Math workshop will be re-introduced into classrooms and rotations taught during the first 6 weeks of school	Principal, Coaches, teachers	☐ Math scope/sequence for planning ☐ Utilization of First 6 weeks planning document for teaching math rotations: routines/procedures	~~Fall 2021~~ Ongoing for 2022-23 school year	
Teachers will implement Number Sense protocols/warm up for start of Math class/math routines for all students K-5 for 2022-23 school year		☐ Coach will develop protocols and teacher all teachers this math warm up ☐ Teachers will develop a list of Math fact apps that are appropriate for classroom math workshop rotations for K-1, 2-3, 4-5 and share with families that can be	During the 2022-23 school year	

		differentiated based on math needs.		
Utilize some dedicated time to better understanding iReady assessments for math and how to utilize those to plan instruction for		☐ Coach and principal will work on plan for when/how during 2022-23 school year	During 2022-23 school year	

Notes:

SMARTIE Goal 3:	**Goal Statement:** We will implement the components of Cornerstone 3 within the ICS framework so that as a building we can focus on student engagement and our implementation of Co-Plan to Co-Serve in order to Co-Learn for all teachers and students. In addition during the 2022-23 school year we will revisit our Responsive Classroom/SEL implementation focusing on the first 6 weeks of school to ensure routines and procedures so that students can engage in learning and SEL practices throughout the year.
Why was this goal selected?	Our Equity journey started as a building 5 years ago as we engaged in the Equity Institute and began to focus on Cornerstone 1 focusing on bias, belief and our experiences. The following year we focused on Cornerstone 2 as we overhauled our universal PBIS system utilizing the Responsive Classroom Approach building wide. We then began to dig deeper into Cornerstone 3 focusing on learning UDL and also developing our Co-planning to Co-serve systems. COVID then interrupted our progress. During the spring of 2020, we revisited our journey and engaged in building wide C3 training. During the 2022-23 school year we are focused on starting the year out re-establishing a multi-tiered systems of support and new co-planning C3 time in our schedule again for the 2nd year. This dedicated time in the schedule will ensure opportunities to co-plan so that teachers can co-serve. Lastly, we will again revisit our RC and PBIS expectations, plans and routines in the fall so that we can lay the necessary foundation to ensure engagement in learning and all new staff are trained on universal expectations. We will also implement the Second Step roll out universally for SEL instruction.
Alignment to District Equity Plan (check all that apply)	_x__Educators _x__Curriculum __x_Systems of Support _x__Leadership ___Community Collaboration
What will change? *(specific)*	Time dedication to C3 planning for all staff will occur weekly in the schedule in addition to PLCs and common plan time. In addition, use of C3 conversation guide to facilitate meetings and then use of the Team Shared drive to capture next steps.
For whom? *(specific)*	All staff
By how much? *(specific, measurable, attainable/ambitious)*	*

When will the change occur? *(specific, measurable, relevant, time-bound)*	We will begin our new C3 time the 3rd week of school. We will focus on our Responsive Classroom implementation and our plans for our first 6 weeks at inservice. We will implement our Second Step at the start of the 2nd 6-day cycle.
How will it be measured? *(specific, measurable)*	*C3 implementation will continue to be measured by the co-planning grade level rubrics, continuing from 2021-22 *Responsive Classroom and PBIS implementation will be measured by ODR's and minors *Second Step implementation will be measured by surveys throughout the 2022-23 school year
How will the process or outcomes address equity and inclusiveness? *(inclusive, equitable)*	We will ensure opportunities for all staff to co-plan so that they can co-serve instruction so that all students can co-learn in their classroom environment.

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful? (Review of strategy)
Utilize staff meetings, and building early release time to continue our Equity work and re-visit our universal RC implementation to ensure ongoing implementation.	Principal, Coaches, All staff	☐ Year long plan for staff meetings and inservice/PD time ☐ Re- define these evelop RC/PBIS look for doc for planning and implementation		Completed in 2021-22 school year, will continue in 2022-23 school year
Co-Plan Co-Serve training for Building team during the 2021 Summer Institute. Ongoing training for staff then throughout the year as developed by our team.	Teams, BLT	☑ ~~Team training June 21 & 22~~	During the 2022-23 school year	Completed in 2021-22 Will continue to work on this during 2022-23 school year

Access outside resources to continue our Equity Journey to specifically address deepening our understanding of various cultural groups who are represented within our school and help with our next steps in Co-Plan to Co-Serve and identity development	Principal and teams	☐ Access Facilitators for PD focused on equity vs. equality and bias/beliefs/experiences ☐ Utilize Identify development activities for staff activities		Strategic abandonment prevented us from engaging in this during 2021-22. Will focus on this during 2022-23 school year.
Implement C3 time in our daily schedule for all staff to occur weekly utilizing the C3 conversation guide Hintgen C3 Conversation Guide and Meeting framework	All staff	☑ ~~Identify time daily 2:30-3~~ ☑ ~~Identify partner grade level teams to support/cover for one another~~ ☑ ~~Develop meeting plan for the first 6 weeks~~ ☑ ~~Identify use of C3 time & PLC time~~ ☑ ~~Utilize C3 Conversation Guide~~ ☐ C3 co-planning time for 2022-23 daily ☐ Re-develop a flexible cycle for co-planning sessions, for who attends and what they focus on ☐ Develop teacher created agenda/template to utilize for shared team members with flexibility in the fall as teacher teams	Implement 2021-22 school year 2022-23 school year, ongoing	Implemented in 2021-22 school year, building wide feedback for 2022-23 to continue implementation and value the time. Will adjust and continue to work on in future years.
Engage in coaching cycles to strengthen capacity in the classroom with Responsive Classroom implementation and universal PBIS		☑ ~~Coaching cycle schedule~~ ☑ ~~Develop RC/PBIS look for document to assist with planning and instructional support~~	2021-22 school year 2022-23 school year	Engaged in and provided feedback for 2021-22 school year.

		☑ ~~Utilize First 6 Weeks of school planning template and documents~~ ☐ Adjust coaching process for 2022-23 school year based on feedback from sall staff ☐ Will create a coaching calendar that is accessible to all staff		Completed in 2021-22 school year, will continue in 2022-23 school year
Grade level teams utilize the C3 collaboration rubric, and lesson planning templates as they meet and plan universal instruction with a focus on literacy first	All staff	☐ 6 weeks + ☑ ~~Access C3 collaboration rubrics in team shared drives~~ ☐ Post in conference room as a guiding document to refer to ☐ Teams will utilized to monitor their C3 implementation and create their grade level agenda/protocols	2022-23 school year	Utilized collaboration rubrics F/W/S during 2021-22 school year to guide next steps. Will reference them in 2022-23 to drive the work at the team level.
Utilize remaining $1,500 in donated monies to Hintgen to specifically purchase cultural representative signage, posters and displays		☐ Purchase additional artwork and frames, look at which cultures we are not yet representing and focus on this ☐ Look at local artists to bring in and co-create with		Have completed the purchase of some Cultural displays, but will continue to build on this in 2022-23

		students in 2022-23 ☐ Partner with our local HS to capture photos of our school community and display those during 2022-23 school year		
Implement Second Step Universally in all classrooms grades K-5	All staff	☐ Identify Second Step timeline for consistent vocabulary and focus building wide ☐ Implement all 20 lessons in every grade ☐ Ensure alignment between Mindful Mondays, Core Values, Zones and Second Step for universal SEL instruction	2022-23 school year	

SMARTIE Goal 4:	**Goal Statement:** We will continue to work on strengthening our relationships with staff, students and families to build a positive school wide community so that we can ensure everyone feels like they belong and are valued, respected and supported.
Why was this goal selected?	This is a huge focus for our building to ensure relationships with students so that they feel a sense of belonging to the classroom, and the school community. In addition, this continues to be a goal to strengthen relationships and our overall staff culture so that staff feel as though they belong.
Alignment to District Equity Plan (check all that apply)	_x__Educators ___Curriculum __x_Systems of Support _x__Leadership _x__Community Collaboration
What will change? *(specific)*	We will administer surveys to students, staff and families throughout the year in order to gain their ongoing feedback and then make actionable next steps as a result of that during the school year. We will also revisit our dotting system for all students to ensure that all students are connected to staff within our building. Implement Hintgen Staff Building Needs Assessment
For whom? *(specific)*	All staff
By how much? *(specific, measurable, attainable/ambitious)*	*Use of building wide surveys F/W/S
When will the change occur? *(specific, measurable, relevant, time-bound)*	*
How will it be measured? *(specific, measurable)*	We will measure our growth through surveys administered to students, staff and families.

How will the process or outcomes address equity and inclusiveness? *(inclusive, equitable)*	We are working to ensure all students, families and staff feel a sense of belonging, and included within our school community.

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful? (Review of strategy)
Continue a focus on strengthening and maintaining a positive staff culture by engaging in monthly staff culture building activities during our PBIS staff meetings.	All staff	☑ ~~Monthly PBIS all staff meetings from 3-3:30 with a focus on staff community building~~ ☑ ~~Staff Shout outs at each staff meeting~~ ☑ ~~Potlucks for staff camaraderie on inservice day~~	2021-22 school year Continue during 2022-23 school year, and focus on times outside of school for F/W/S for all staff	
Elicit student voice by administering SDLAX survey to all Hintgen students with a focus on relationships. Utilize survey results to identify next steps.	All staff	☐ SDLAX student voice survey ☐ Disseminate survey results and look for patterns/trends ☐	2021-22 school year 2022-23 school year	Completed in 2021-22 school year, will continue in 2022-23 school year
Engage in relationship building exercises with all staff for all students in the fall. Then staff can identify students whom do not have relationships and develop focus groups in order to increase engagement to school.	All staff	☐ Photo wall ☐ Dots ☐ Protocol for the Relationship process ☐ Increase development of positive acknowledgements for PBIS with positive post cards, weekly classroom	2021-22 school year Continue in 2022-23 school year	Completed in 2021-22 school year, will continue in 2022-23 school year and build from it.

		nominations and Tiger Prides		
Illicit teacher feedback quarterly on specific questions from our Staff Culture and Climate Survey to/with/for all staff to enhance school culture and go over results with BLT and PBIS for next steps		☑ ~~Create survey~~ ☐ Administer survey with all staff quarterly - look at survey results and identity which ?s to target ☐ Prioritize for 2022-23 school year to share results during BLT ☐ Explore subgroups for Leadership Team: Climate, Family Engagement etc	2021-22 school year Continue fro 2022-23 school year	Completed for 2021-22 school year, but did not go through results mid-year
Counselor will align Mindful Mondays, Zones, and Second Step implementation for the school year to ensure common language and universal expectations for SEL instruction	Counselor, all staff	☐ Counselor re-map Mindful Mondays document to reflect CORE values, Zones refresh, and build in Second Step for universal SEL	Fall 2021 Fall 2022	Completed in 2021-22 school year, will continue in 2022-23 school year and align to Second Step roll out district wide.
Schoolwide Morning Meetings will take place to cultivate the schoolwide community and then have a focus on building community focused on Core Values.		☐ Map out MM for the year to fall on Thursdays before Friday's off monthly for PD ☐ Plan Quarterly Community Activities with all students Prek-5th as experiences	2021-22 school year 2022-23 school year, monthly	Completed in 2021-22 school year, will continue in 2022-23 school year
Administer Needs Assessment to/with all families so that we can identify building wide family needs and next steps to address those needs	Principal, NOC, all staff	☑ ~~Needs Assessment questions~~ ☑ ~~Develop process for administering needs assessment~~ ☑ ~~Administer Needs~~	Fall 2021 Ongoing 2022-23 school year	Administered 2021-22 school year, 95% parent engagement/feedback

		~~Assessment in the fall~~ ☐ Create flyer for all staff/families based on feedback for 2022 based on results ☐ Utilize feedback from needs assessment to identify our next steps collectively as a staff ☐ Teachers complete Needs Assessment in the fall of 2022-23		
Plan Parent/Family Engagement Events throughout the school year both during and after school ● 4th annual RYHO event ● Family Night F/W/S ● Partner with Impact Coordinator for Huber/Hintgen	All staff	☐ Identify Family Engagement dates and focus for events for F/W/S ☑ ~~Parenting series based on needs assessment and Resilience Champion Work~~ ☐ Identify a theme for inclusivity for each month focusing on all populations within our building, and align to MM. List out monthly celebrations/focus ☐ Plan Family Engagement activities in F/W/S with teacher teams based on data	2021-22 school year 2022-23 school year	Due to COVID in 2021-22 we could not engaged in F/W events or family events

Continue to have monthly Hintgen Huber Neighborhood Community group meet to work on both short term and long term goals for Strong Youth, Strong Families and Strong Community in the Huber neighborhood	Hintgen Huber Committee	☐ Monthly agendas ☐ Needs Assessment data for next steps ☐ Partner with new Community Impact Coordinator	2022-23 school year	Completed in 2021-22 school year, will continue in 2022-23 school year
Implement year 5 of our Hintgen Huber Neighborhood Outreach Coordinator in conjunction with the city, the county and the school district		☐ NOCi in person in the building weekly on Tuesdays ☐ Facilitate small groups with Huber students who attend BGC ☐ NOC partners with SST PLC weekly	2021-22 school year 2022-23 school year, and bridge family outreach events	Completed in 2021-22 school year, will continue in 2022-23 school year
Tier 2 team will expand, add new members and have Tier 2 training for all members by the 2022-23 school year. Tier 2 team will then re-teach all staff Tier 2 process and procedures in F/W/S.	Tier 2 team	☐ Tier 2 Team training 2022-23 ☐ Tier 2 re-boot for all staff ☐ Tier 2 updates in F/W/S	2022-23 school year	
PBIS Implementation plan Hintgen 2022-23 Implementation Plan				

Section 3: Overall 5-year plan (building)

Progress towards equity is on-going. This page serves as a yearly summary of the progress towards the instructional priorities and foundational themes. In each column of this section, state a goal and briefly describe progress towards achieving that goal.

Year	**Main Focus of SIP**	PBIS focus	RtI focus	Equity focus	Universal Instruction focus
2016- 2017	**Equity - cornerstone 1**	Baseline - SAS determined our next steps	x	x	
2017-2018	**PBIS/RC focus** **Equity - Cornerstone 2**	x	Refining	x	
2018-2019	**Equity - continuation Cornerstone 2 with RC and PBIS + deeper focus on instructional practices**	x		x	x
2019-2020	**Literacy** **Equity - focus on Cornerstone 3 and PBIS practices with a focus on relationships/engagement.** **COVID-19 Pandemic - shift in remote teaching/learning**	x		x	x
2021-22 *NEW 5 year-SIP Plan*	**Literacy** **Math** **Equity - focus on Cornerstone 3**	x	x	x	x

initiated	**and PBIS practices with a focus on relationships/engagement.** **Relationships**				
2022-23 Year 2 of 5 year SIP plan	Literacy Math Equity - focus on Cornerstone 3 and PBIS/SEL practices building wide. Relationships/Engagement	x	x	x	x
2023-24					
2024-25					
2025-26					

Appendix A- Title I Schoolwide Plan Information:

1. **Comprehensive Needs Assessment:**

Hintgen Needs Assessment Title one 2022-23
HIntgen Needs Assessment questions for families 2021-22
Hintgen Needs Assessment results/coded out

2. Schoolwide Reform Strategies

Based on the information analyzed in the comprehensive needs assessment, goals and strategies were created with stakeholder input to generate the school improvement plan (SIP). We conducted an additional Needs Assessment, following the Community Schools Model for our Hintgen/Huber project and then also did this building wide to determine next steps (see above).

3. Instruction by highly qualified teachers

The School District of La Crosse takes pride in hiring only highly qualified teachers. This means they all are fully trained, certified, and often experienced in the position they teach. Our faculty consistently has a high percentage of advanced degrees, and we do a good job of retaining some of the top staff in the state and the nation. Life events, such as retirement, childbirth, or illness, sometimes cause a need for a long- term substitute teacher. When this happens we always make every effort to hire a highly qualified substitute. All are certified teachers and most are licensed in the area in which they are substituting. In rare cases it may be impossible to find a teacher with a particular certification, such as special education. This may result in the district asking the Wisconsin Department of Public Instruction for an emergency license for such a teacher.

4. High quality and on-going professional development

Staff strategically plan for, access, and utilize professional development aligned to the School Improvement Plan. In addition to options at the building level, staff also participate in district staff development as well as off-site opportunities. Specifically our building-based and

district-level staff development focused on racial identity development, culturally responsive practices, Professional Learning Communities, and trauma informed practices.

5. Strategies to attract high-qualified teachers

School District of La Crosse Board Policy

School District of La Crosse Administrative Policies and Regulations

5330

PROFESSIONAL STAFF RECRUITING/HIRING

The School District of La Crosse realizes that a sound educational system cannot be built and maintained without definite procedures for recruitment of personnel.

1. The quality of the educational program in any school system is dependent upon the employment and retention of high caliber professional personnel.

2. All currently employed professional personnel share a common responsibility for the procurement of the type of staff needed. They are expected to help in every way possible and specifically by making the system aware of outstanding prospects at every opportunity.

3. Teacher recruitment is the responsibility of the Director of Human Resources. Principals and Supervisors will assist as needed.

4. Consideration will be given to those applicants seeking permanent rather than temporary employment.

5. All professional personnel selected for employment must be recommended by the superintendent or their designee and approved by the Board of Education.

6. The district will recruit from and encourage applications from all segments of the population.

7. Application forms and hiring practices shall be annually reviewed relative to the employment of minorities.

Reviewed and revised by the Superintendent's Advisory Team: 03/13/13
Board of Education Informed: 03/15/13

6. Strategies to increase parental involvement:

Use of Needs Assessment to plan for F/W/S engagement events building wide. Continue monthly Huber Family Engagement Events on the 3rd Thursday of the month. During the 2022-23 school year, PTO is aiming to also hold monthly family events on a variety of topics/levels and opportunities for different types of engagement.

7. **Plans for assisting preschool children in transition:**

All pre-school and 4K teachers are equipped with a rubric of skills and standards necessary for Kindergarten readiness. Each early childhood teachers provide a detailed report for Kindergarten teachers to examine associated with each student entering our Kindergarten classrooms. These individual reports provide a plethora of qualitative and quantitative data that serves as a guide for Kindergarten teachers as they support the transition of each student into the Kindergarten learning environment. All Kindergarten sites host a Kindergarten Open House prior to each school year. The purpose of the open house event is to provide an opportunity for students and parents/guardians to meet and converse with Kindergarten teachers- and other staff- as well as an opportunity to explore the school building and individual classrooms. Finally, the School District of La Crosse invites all early childhood teachers and administrators to our annual, district-wide professional development events. By, including our local childcare and pre-school partners in our district's professional development, as it pertains to equity, social justice, best practice and more, we are empowered to speak a common language with our students and families which leads to increased trust and achievement for all students.

8. Measures to include teachers in decisions regarding the use of academic assessments.

Teachers at Hintgen Elementary use a variety of informal, formative, and summative assessments to help determine student progress. Teams meet during professional learning communities (PLC's) to make instructional decisions regarding students. In addition teachers have an opportunity to meet 30 min. Per 6 day cycle in a C3 co-planning session with teachers to focus on universal strategies for all and design instruction through a UDL lens in collaboration with Title, Spec. ed staff, and ELL staff. Lastly, aligned ot our multi-tiered system of support we engage in benchmarking conversations and make decisions based on our data to determine students who need interventions 4 x per year academically and ongoing for behavior through our Tier 2 PBIS team.

9. Extra support given to students having difficulty mastering proficient and advanced levels of academic achievement.

A Response to Intervention (RtI) framework is employed to help provide additional assistance to students that have not yet mastered the state standards. The needs for tier 2 and tier 3 outweigh our resource capacity. Therefore, a focus on the universal instruction of tier 1 is an emphasis. However, we have a robust tier 2 and tier 3 inventory. These interventions are categorized by academic areas of concerns. OUr benchmarking process occurs 4x a year where teacher teams meet, analayze student data and determine next steps which could result in a Tier 2 academic intervention. Our PBIS Tier 2 team meets bi-weekly and determines student who meet data rules and matches interventions to the needs. Student Management Teams (SMT) meet to determine the appropriate interventions for a student when students are not responding to Tier 2, and Tier 3 is necessary. These students are progress monitored and the progress is kept in our student information system. Students identified in need work in small intervention or individually to work towards mastery of grade level standards.

At the universal classroom level, we provide training to our teachers in Universal Design for Learning (UDL). Teachers are working towards better instructional practices to proactively design lessons to personalize learning for students. All of our new teachers are required to attend training on UDL. There is a focus on school culture. The focus on culture aligns to the emphasis on relationships, safety, engagement, and equity which will lead to the closing of gaps and better overall student outcomes by positively changing the classroom environment. We are a PBIS school. There are coaches in every building that work with their building teams to improve the culture and climate of each school.

10. Coordination and Integration of Federal, State and Local Funds and Services

Title I funds are coordinated to focus on the improvement of students in literacy and math. In partnership and collaboration, special education and ELL funds are used in conjunction with Title I funds to work towards closing the achievement gap, provide assistance to students having difficulty mastering the standards and meeting goals, and provide instructional support to students as needed.

Some of the expenditures with Title I funds include:

- Title I Reading and Math Intervention teacher (1.0 FTE) and Title 1 Behavior Support Teacher (1.0 FTE)
- Family Engagement activities (see examples of family nights in #6)