

Tomah Area School District
Title I School-wide Plan
2021-2022
Warrens Elementary School

Principal: Timothy Gnewikow

Title I Teacher: Tamara Nick

1. Comprehensive Needs Assessment of the Whole School.

(Including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the Wisconsin Academic Content Standards must occur.

- a. Assessment data: i-Ready Reading and Math, AimsWeb, School Report Card data, etc.
- b. Poverty and demographic data
- c. Personnel data
- d. Professional development needs
- e. Parent and community survey data
- f.

a. Assessment Data

Students are assessed two to three times per year using running records along with PALs or i-Ready Benchmark Assessments as grade appropriate. Students identified with greatest need join intervention groups to target areas of weakness. Students in grades three through five also participate in the Forward Exam state testing. Student fall scores are summarized in the table that follows and on the school report card attached to this plan.

Benchmark Results	i-Ready Math Students Scoring On or Above Grade Level	i-Ready Math Students Scoring One Grade Level Below	i-Ready Math Students Scoring Two or More Grade Levels Below	i-Ready Reading Students Scoring On or Above Grade Level	i-Ready Reading Students Scoring One Grade Level Below	i-Ready Reading Students Scoring Two or More Grade Levels Below	PALS Students Meeting PALS Benchmark
Fall 2021							
Kindergarten	2/20 10%	17/20 85%	0/20 0%	4/20 20%	15/20 75%	0/20 0%	16/19 84%
Grade One	2/18 11%	15/18 83%	1/18 6%	1/18 6%	17/18 94%	0/18 0%	
Grade Two	4/21 19%	12/21 57%	5/21 24%	7/21 33%	9/21 43%	5/21 24%	
Grade Three	1/16 6%	9/16 56%	5/16 31%	8/16 50%	3/16 19%	4/16 25%	
Grade Four	1/15 7%	11/15 73%	3/15 20%	4/15 27%	7/15 47%	4/15 27%	
Grade Five	0/ 13 0%	6/13 46%	6/13 46%	1/13 8%	3/13 23%	8/13 62%	

b. Poverty and Demographic Data

SCHOOL	Date/ Enrollment	Total Eligible for Free or Reduced	Eligible % of Building Enrollment	Eligible % of Total District Enrollment	Free Meals			Reduced Meals		
					# of Students	% of Bldg	Eligible % of Total District Enrollment	# of Students	% of Bldg	Eligible % of Total District Enrollment
Warrens	9/21/18	59	50.4%	2.0%	47	40%	1.6%	12	10%	.4%
Warrens	9/20/19	84	59.2%	2.6%	65	46%	2.0%	19	13%	.6%
Warrens	9/18/20	77	57.5%	2.5%	66	49%	2.1%	11	8%	.4%
Warrens	9/17/21	69	57.5%	2.2%	60	50%	1.9%	9	8%	.3%

c. Personnel Data

Warrens Elementary School serves 120 students in 5-year-old kindergarten through fifth classrooms; one per grade level. We have a half time special education (learning disabilities) instructor. We assist low achieving students through the federally funded school-wide Title 1 program. We currently have one full time Title 1 teacher. Warrens also has an ID program with one full time teacher and 3 aides in the program. Itinerant physical and occupational therapists, guidance counselor, certified speech therapist, instructional coach and school psychologist are also available. Additional teachers include part time ESS, Art, Music, and Library. Warrens also has 1 part time and two full time educational support staff.

d. Professional Development Needs

In addition to our school board goals, teachers are currently using the Educator Effectiveness Model, including the Charlotte Danielson Domains. Staff is receiving continued training from building level EE coaches to write Student Learning Objectives (SLO) and Personal Professional Goals (PPG). Data from previous needs assessments indicated that our students were not making adequate yearly progress in the areas of reading and math. Due to these findings, Warrens staff is working on specific training and professional development related to reading and math instruction.

e. Parent and Community Survey Data

The Tomah Area School District surveys parents annually and data from the survey is used to inform instructional decisions.

2. Schoolwide Reform Strategies.

- *Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement.*
- *Use effective methods and instructional strategies based on scientific research that:*
 - *Strengthen the core academic program in the school.*
 - *Increase the amount and quality of learning time, before-and after-school and summer program opportunities, and a rich and accelerated curriculum.*
 - *Include strategies for meeting the educational needs of historically underserved populations.*
- *Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program might include:*
 - *Counseling, pupil services, and mentoring services.*
 - *College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.*
 - *The integration of vocational and technical education programs.*
- *Address how the school will determine if such needs have been met.*
- *Are consistent with the state plan and any local improvement plans.*

In order to meet our goals, Warrens Elementary School will instruct students based on the Common Core State Standards for reading and math curriculums. All students, including EEN, participate in core language arts and math programs. This provides sequential instructional programs with many opportunities for teacher directed instruction along with guided and independent practice with appropriate accommodations to enhance learning. Our building staff determines if student needs have been met by testing all students two to three times per year using district established benchmark assessments. District reform initiatives include (but are not limited to) Lucy Calkins Units of Study-Reading/Writing, i-Ready Math, and PBIS initiatives. In addition, our students have the

opportunity to participate in a district wide summer school program which provides both remedial and enrichment classes. Classroom teachers in kindergarten through 5th are implementing the i-Ready Math program with training available to all teaching staff during district wide collaboration.

3. Instruction by highly qualified teachers.

High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a school-wide program school meet the qualifications required by sections 1119. Student achievement increase in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

All staff members at Warrens Elementary are certified for their teaching assignment. Staff members are encouraged to attend college classes and professional conferences/workshops. The district encourages and supports on-going staff development through collaboration, in house training, and attendance at local conferences. Warrens staff continues to strive to enhance our professional skills and achieve the goals as outlined in our Board of Education Goals which are reflected in our school-wide plan.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessional and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.

Teachers and other staff in a schoolwide program must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement such as principals, paraprofessionals, and parents.

Professional development continues to be an important part of Warrens Elementary School's success. Data is disseminated and discussed through regular staff meetings. In addition, teachers have opportunities to participate on district wide committees such as RtI and IAC as well as grade level collaborations. After teachers attend conferences or training, Conference Reflection Forms are completed and made available as a resource to teachers throughout the district. Resources and information are shared during district collaboration sessions as well.

5. Strategies to attract highly qualified teachers to high-need schools.

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the school-wide plan must describe the strategies it will use to attract and retain highly qualified teachers.

Tomah Area School District utilizes an application process to screen potential teachers. The District has implemented a successful Mentorship Program which includes ongoing induction and a mentor for every first- and second-year teacher in the district. Each new teacher is provided four half days of orientation and a mentorship program manual which provides a monthly checklist to provide the Mentor/Mentee with expectations and guidelines. Eight support seminars for first year teachers and four seminars for second year teachers are also provided. Additional staff development opportunities are provided throughout the year including assistance with Professional Development Plans. Teachers are afforded multiple collaboration days a year for training (i.e. RtI, common assessments, and common core state standards). The Tomah Area School District also has a partnership with the University of Wisconsin-La Crosse to offer courses directly aligned with district initiatives. Warrens Elementary School offers smaller classes sizes ranging from 12 to 25 students.

6. Strategies to increase parent involvement through means such as family literacy services.

Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that school wide 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.

Warrens Elementary School staff believes parental involvement is crucial to student success. We offer a variety of opportunities for parents to become involved including but not limited to:

- RAZ-Kids (web-based reading program)
- IXL (web-based math program)
- Individual Conferences twice a year; with opportunities for more if/as needed
- Family Nights
- Special Events such as Music Programs and Plays
- Parental Web Access
- Volunteer List
- Open Houses
- Back to School Nights
- PTO Sponsored Book Give-Aways and Book Trades
- Little Free Library

7. Plans for assisting preschool students in the successful transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a public preschool program to local elementary schoolwide programs.

This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

Annually our district holds Child Development Days in which parents of preschool age students may have their child screened and get information on preparing their child for school. Early childhood services may also be offered at this time, including speech and language. Speech and Language teachers assist in acting as a liaison between preschool and kindergarten programs. District Early Childhood staff also transition students between early childhood/special education programs and the kindergarten classroom by working in the classroom the first weeks of school as needed. Since 2009, the district has had a 4k program.

8. Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Warrens Elementary teachers are included regarding the use of assessments through a shared decision-making process. Data is shared and disaggregated through the use of our district assessments. Data is shared and analyzed three times each year at district IAC (Instructional Assessment Committee) meetings. One staff member per building participates on the district wide IAC committee to analyze data. Committee members share this data with staff to improve achievement in reading and math. All teachers are able to access universal benchmarking/screening data on the students utilizing the web-based Infinity computer program. This enables teachers to monitor growth and determine the effectiveness of the interventions.

9. Effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students' difficulties must be identified in a timely way and in such a way to provide information on which to base effective assistance of interventions.

In addition to state assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

All students take grade appropriate, running records, PALS, and i-Ready tests in reading and math two to three times a year (Fall, Winter, Spring) as part of our RtI Benchmarking System. At that time, students are grouped according to needs for urgent and other interventions as well as enrichment. Students then participate in small groups during a thirty-minute time period each day known as ICE (Intervention, Core, and Enrichment). Those students in the bottom 10% identified as needing intervention are also progress monitored weekly using the appropriate AIMSweb progress monitoring tool. A committee meets monthly to go over the effectiveness of the interventions and to discuss any changes or additions which need to be made. Collaboration also takes place with classroom teachers, special educators, Title 1 staff and parents on an ongoing basis. Interventions used are based on best practice and include, but are not limited to, Leveled Literacy Intervention, Rewards, Soar to Success, and Read Live.

10. Coordination and integration of federal, state, and local resources, services, and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The District Director of Instruction oversees the Federal, State, and local services and programs. Coordination of personnel and funds are utilized to the utmost extent to provide for the implementation of the Title 1 School wide plan for Warrens Elementary School. The following programs and agencies are involved:

- Special Education
- Guidance including At Risk and Protective Behavior Programs
- Business Partners including Junior Achievement
- English Language Learners
- Community Agencies such as Families First
- Free Breakfast/Lunch
- Other programs which may be available through system, state, or community resources

