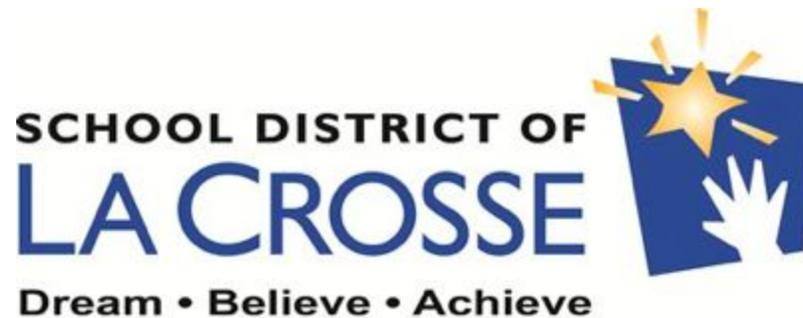


2016-2017

To

2021-2022

Hintgen Elementary School
School Improvement Plan



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 plan 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.

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](#)

The 2018-2019 Staff Development Plan

https://docs.google.com/document/d/1H_Mv9ibBv8UkEEMDcAwzi8HSubCFFCTz49QnYBx3XJ0/edit?ts=5b17ed65

The 2019-2020 Staff Development Plan

https://docs.google.com/document/d/1H_Mv9ibBv8UkEEMDcAwzi8HSubCFFCTz49QnYBx3XJ0/edit

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Section 1: District Mission, Vision, and Strategic Goals

Vision

Students will discover their talents and abilities and will be prepared to pursue their dreams and aspirations while contributing effectively to their local, national and global communities.

Mission Statement

- Quality, equitable, and innovative educational opportunities for all students.
- Programs are designed to develop the student as a whole
- Resources are available to provide excellence in education
- Accountability to the public
- Effective communication and collaboration with the community

Strategic Goals for Continuous Improvement: We will...

- Become the school system of choice in the region
- Graduate students who are career and college ready
- Promote student-centered, transformative practices

Core Values:

- Honesty
- Respect
- Responsibility
- Compassion
- Self-Discipline
- Perseverance
- Giving

Section 2: 2018-2019 Goals, Objectives and Intervention Strategies

Goal 1:	<p>Goal Statement: We will work collaboratively in our PLC's to deepen our understanding of our Universal Instruction and focus on both whole group and small group targeted instructional strategies so that our students can make progress and our staff know strategies and content in which to teach. In addition, we will continue to refine our WIN time so that we can ensure additional targeted instruction is available to all students at Hintgen and staff will monitor student progress throughout our cycles and share out at Benchmarking meetings in the fall, winter and spring.</p>
Rationale (How does it connect to the overall district instructional plan)/	<p>Rationale Statement: This goal links to the district foundational themes:</p> <ul style="list-style-type: none"> • <i>Equity</i>-A true understanding of equity recognizes that each student has worth and presents a unique set of experiences, skills, and abilities. It is the mission of the school district to support each student by providing an adaptive level of support and guidance considerate of their unique situation as a learner and as a valued member of the broader school culture. • <i>High Student Achievement</i>-As a district valuing excellence in education, students are provided with instructional and experiential pathways allowing them to succeed academically and to pursue personal interests and gifts.
Connections (check all that apply)	<input type="checkbox"/> Safety <input type="checkbox"/> Engagement <input type="checkbox"/> Relationships <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Achievement
Overall Results (fill by June 15th).	

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
The BLT will meet 1x a month with standing google doc agenda with representation from each grade level. The meetings will be open	Principal, BLT	BLT google agenda, Standing BLT share out on PLC agenda	Monthly, 2018-19	X - communication follow up not always consistent throughout the year

for anyone to attend. The agenda will be sent out after the meeting to inform all staff about the meeting and then they can follow up at PLC's for communication.				
BLT will implement a suggestion box so that staff can give anonymous ongoing suggestions all year to ensure their voice is heard	BLT	Suggestion box within conference room	2018-19 school year	X - maintain for next year
Professional Learning Communities (PLC) training for Building team on Aug. 9, and Aug. 10	Principal, 13 Teachers	Solutions Tree Training	Aug. 9-10, 2018	X - team attended
PLC agendas and team folders will be revamped and then shared with all building teams to access throughout the school year	Principal	PLC folders	2018-19 school year	X - not always consistently
Staff meetings, and building early release time will be utilized to strengthen our PLC's and our collaborative practices	Principal, and BLT team	Building staff meeting/PD plan	2018-19 school year	X - er times, focused on instruction
During the 2018-19 school year, we will collectively re-examine our mission and vision for Hintgen Elementary School and visibly post it with the goal to re-commit by the end of the year	All staff	Original Mission/Vision 2012 Draft Mission/Vision 2013	2018-19 school year	X - completed in April
Staff meeting and both district and building early release time will be utilized to focus on instructional practices for both whole group and	Principal, Instructional Coach, District Literacy Specialist	Building staff meeting/PD plan	2018-19 school year	X - ER time for buildings for whole group and small group

small group instruction				
Implement Instructional quarterly meetings with the Instructional Coach for all grade levels, in addition to as desired, to support universal instruction	Principal, Instructional Coach	Coaching dates set	2018-19 school year	X - implement
Implement opportunities for staff to observe one another in both math workshop, and writing workshop/word work throughout the year by ensuring coverage	Principal, Instructional Coach	Schedule/Coverage plan identified	2018-19 school year	Not consistently - but some chose to do this on their own
Ensure training for staff for universal curricular expectations during district and building inservice time, such as: Writing Workshop, Word Work, and other topics to deepen staff capacity for implementation (<i>reach out to outside resources for training if needed</i>)	Principal, Instructional Coach	Building staff meeting/PD plan	2018-19 school year	Word Work complete Other choices by district offered this year, but choice - not required

Section 2: 2018-2019 Goals, Objectives and Intervention Strategies

Goal 2:	Goal Statement: We will continue to deepen our understanding of the components of Cornerstone 2 within the ICS framework so that as a building we can focus on Student Engagement and our universal cultural and behavioral systems. During the 2018-19 year we will refine our Responsive Classroom implementation and then further deepen our understanding around Trauma Informed practices.
Rationale (How does it connect to the overall district instructional plan)/	Rationale Statement: This goal links to the district foundational themes:

	<ul style="list-style-type: none"> • <u>Safety</u>-The school district values the physical, emotional, and cultural safety of each student, staff member, and visitor to our schools and will work to develop and perpetuate a building environment and culture that supports a safe school experience. • <u>Engagement</u>-Engaged students are those that actively construct their own learning. Students that are engaged feel more motivated to take academic risks, and are encouraged to explore their passions. • <u>Relationships</u>-Respect, kindness, understanding, and trust are hallmarks of healthy relationships. A central focus of the district and each individual school must be developing an perpetuating healthy relationships between all members of the school community. • <u>Equity</u>-A true understanding of equity recognizes that each student has worth and presents a unique set of experiences, skills, and abilities. It is the mission of the school district to support each student by providing an adaptive level of support and guidance considerate of their unique situation as a learner and as a valued member of the broader school culture.
Connections (check all that apply)	X Safety x Engagement x Relationships x Equity <input type="checkbox"/> Achievement
Overall Results (fill by June 15th).	

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
Utilize staff meetings, and building early release time to continue our Equity work and re-visit our RC implementation to ensure ongoing implementation	Principal, BLT and PBIS team	Outside resources for Equity work, and funding request	During the 2018-19 school year	X - mapped out staff meetings
Plan 2 Parent Nights throughout the	PBIS Team and Title Staff		2018-19 school year	1 in fall -

<p>year to increase partnership with families and school:</p> <p>1 that is directly academic related (Title Nights)</p> <p>1 that is PBIS focused - whole group family activity, parenting section, and then kid section</p>	<p>to coordinate and plan</p>			<p>nonfiction/reptile guy 2 - dance experience 3 - cultural day</p> <p>Love and Logic class *offered</p> <p>PBIS luncheon</p> <p>*Did not complete the PBIS rotation section*</p>
<p>The PBIS team will update all forms/protocols for staff for the 2018-19 school year, with a focus on consistent and continued RC implementation.</p>	<p>PBIS Team</p>	<p>Update Office managed vs. classroom managed flow chart with RC practices *RC and Logical Consequences flow charts for all staff *Refinement of "PAWs" space and Universal break passes *Identification of Buddy Room and Buddy Room procedures *Create more Recess Games lanyards and refine Recess Rodeo</p>	<p>Fall 2018-19 school year</p>	<p>x</p>
<p>Implement new schoolwide consistent PBIS signage across the building</p>	<p>PBIS team, Principal and Lifetouch</p>	<p>Lifetouch posters</p>	<p>2018-19 School year</p>	<p>x</p>
<p>Refine all outside games that will be specifically taught and then implemented with all students and staff tied to our PBIS kickoff at the beginning of the year, In addition staff will have access to all of the rules taught for the games so that they can hold students accountable for those at all outside recess times and have game lanyards available within the</p>	<p>PBIS coaches, PBIS team</p>	<p>Games, consistent expectations for games/sports</p>	<p>Fall 2018, and throughout the year</p>	<p>x</p>

grade level recess bins				
Schoolwide Morning Meetings will take place to cultivate the schoolwide community and then have a focus on building community on certain early release days	Principal, PBIS team	2nd Friday of the month	Throughout 2018-19	X
Establish Tier 2 team and meeting times to happen bi-weekly with a standing agenda to view student data and have representation from K-2 and 3-5	Tier 2 team	ensuring a team to identify data trends and next steps for students for tier 2 supports	Throughout 2018-19, will administer the TFI as a team	X
Refine our process, protocol and procedures for implementation of check in check out, mentoring and SAIG groups as our behavior interventions	Tier 2 team	Tier 2 team CICO criteria Indiv. CICO criteria Mentor Criteria Form SAIG criteria	increased understanding of staff knowledge in behavioral interventions	X
Counselor will map out Zones curriculum aligned to classroom lessons so that schoolwide we are using consistent language	Counselor (Michelle and Ryan)	Zones curriculum and Second Step	June 2018	X
A team will attend Zones training and refine schoolwide consistent signage needed, pictures needed and lessons teachers can use weekly consistently across the building for all students	Zones team, Counselor		August 2018	X
Ensure all teachers are implementing Social Emotional learning in the classroom that aligns to our Guidance	Counselor, PBIS coaches, Zones Team	Map out Zones curriculum and align to Counseling focus for the year with Zones and Second	During the 2018-19 school year	X - maintain for next year - majority of feedback that

curriculum and PBIS/RC focus. We will utilize the Mindful Monday approach but shift to Zones and have all teachers teach it at the end of Morning Meetings		Step		framework worked, and then intentional reminder of time to go over it *kid friendly *Ryan sent out google form to gather feedback
Ensure new Tier 2 team members are trained and all Student Services/Spec. Ed team members are trained in brief FBA	Principal, PBIS coaches, PST		During 2018-19 school year	Training did not occur, Tier 2 coaches had brief training
Identify an outside resource to help facilitate Trauma Informed Care learning for all staff with applicable strategies within the school to take place during staff meetings or early release time.	Principal, Student Services Team Mental Health Liaison	TSS grant	Throughout 2018-19	TSS grant, completed modules of learning Next year - hope to partner with Hamilton Next year - hope to embed more sharing with staff
Capitalize on our Trauma Sensitive Schools Project grant with DPI *training for team *internal and external coaches identified	DPI, and Trauma Informed team @ Hintgen	Team Trained Aug. 16 with DPI	Throughout 2018-19	X
Engage in a book study with all staff during Staff Meetings throughout the school year on Fostering Resilient Learners	Leadership Team, Student Services Team and Trauma Informed Team	Book: Fostering Resilient Learners, copies for all	Throughout 2018-19	Feedback on having the book, read and then spend the time re-reading and discussing if we continue to do this for next year

				X
Reach out to outside resources to continue our Equity Journey to specifically address deepening our understanding of various cultural groups who are represented within our school	Principal	Funding request and Dates set for Nov. 9 and Jan. 18	During the 2018-19 school year	X - valuable conversations, time well spent
Continue to have the 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	Principal, Huber team		During the 2018-19 school year	X - have her send out newsletter quarterly from stakeholders and then monthly for families
Implement Hintgen Huber Neighborhood Outreach Coordinator in conjunction with the city, the county and the school district	Principal and Hintgen/Huber Neighborhood team		2018-19 school year *various neighborhood events, posting, position and hiring of a LAFC Neighborhood Social Worker	X
Continue to communicate Tier 3 supports that are being developed as a building and share out with staff to strengthen their knowledge and understanding of these resources: <ul style="list-style-type: none"> ● CST supports through CCS ● Mental Health Liaison ● Integrated Supports ● Tier 3 District team ● FBA training and FBA/BIP forms 	Principal, Student Services Team, District Office Staff		Throughout 2018-19	X - parts implemented

Section 2: 2018-2019 Goals, Objectives and Intervention Strategies

Goal 3:	Goal Statement: We will continue to work on fostering our relationships with staff to build a positive school wide community so that we can ensure everyone feels valued, respected and supported.
Rationale (How does it connect to the overall district instructional plan)/	Rationale Statement: This goal links to the district foundational theme: <ul style="list-style-type: none"> • <i>Relationships</i>-Respect, kindness, understanding, and trust are hallmarks of healthy relationships. A central focus of the district and each individual school must be developing an perpetuating healthy relationships between all members of the school community.
Connections (check all that apply)	<input type="checkbox"/> Safety <input type="checkbox"/> Engagement <input checked="" type="checkbox"/> Relationships <input type="checkbox"/> Equity <input type="checkbox"/> Achievement
Overall Results (fill by June 15th).	

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
Plan a F/W/S staff outing to build trust and a positive staff culture with input from staff and PBIS coach	PBIS team		F/W/S	Monthly planned opportunities
Every full day inservice day at the building, begin with a potluck. PBIS team will coordinate	PBIS coaches	Sign up, communication and coordination	Jan. 18 Feb. 11 March 12	X
2nd Friday of the month is a staff social outing off school grounds	PBIS coaches	Communication and coordination	Throughout 2018-19	X implemented, varied participation
Plan with UWL for ropes course	Principal	Principal will seek out options	Fall/Winter 2018-19	Did not complete

trust building activity for Fall or Winter		for additional funding, and if \$ then will coordinate with UWL		
Schedule consultation time with staff to support/debrief and imbed self care through Trauma Informed Care throughout the year	Student Services Team	On site support Partnership with Jay Clark through Peace of Mind Partnership with DPI for Trauma Schools Grant Reach out to Sarah Johnston from YMCA or Greg Lovell for Mindfulness work for staff	Throughout 2018-19	Did not complete...
Maintain our Sunshine Committee and identify their role, and communicate with staff	Sunshine Committee		Fall 2018	X
Maintain staff lunches 1x a month, weekly Friday treats and staff meeting treats to build upon and maintain staff camaraderie	PBIS team, Mary	Sign up sheet in the lounge	Throughout 2018-19	x
Maintain staff shout outs and staff PLC activity at the start of staff meetings and implement the "You Rock" rock to pass around to staff	Beth does Staff Shout Outs, Principal does activities, and Staff do "You Rock"	Staff shout-outs, Rock	Throughout 2018-19	X
Get to know our staff handout for each staff member and share with all staff then visually post in the front of the building and share on Hintgen facebook page at some point throughout the year	PBIS coaches Share via "Get to know the staff of the month"	Poster, facebook communication/post	Initially at Back to School Inservice and then posted/shared throughout the 2018-19 school year	Did not complete, carryover from last year
Continue from last year, YOGA's	Principal will set up	Partnership with	Throughout 2018-19 school year	X

on Thursdays for staff provided in the building in order to focus on self-care	with Wellness Dept.	studio/Wellness to cover fees		
BLT will implement a suggestion box so that staff can give anonymous ongoing suggestions all year to ensure their voice is heard	BLT	Suggestion box in the conference room	2018-19 school year	X

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	Rtl 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
2020-2021					

2021-2022					
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Appendix A- Title I Schoolwide Plan Information

Hintgen Elementary School

1. Comprehensive Needs Assessment:

**BUILDING LEVEL NEEDS ASSESSMENT PROCESS
FY 2019 - 2020**

**Name of School: Hintgen Elementary School
Grade Levels Served at this School: K-5**

1. Describe the major steps of the needs assessment process employed at this school to enable data-driven decisions to be made on the priority student academic/other support needs.

The needs assessment process begins with a review of the current year STAR Reading and Math, DRA (Reading) and Units of Study (Writing) benchmark data during data discussions at the spring benchmark meetings. This discussion continues during the PLC leadership meeting and grade level PLC meetings. This process will continue and goals will be refined during the fall benchmarking meetings. While looking at the benchmark data, we ask for input from classroom teachers regarding individual students’ classroom performance; as well as looking at informal assessments from throughout the year such as: reading inventories, running records and anecdotal notes. We then analyze the current year’s test data: both formal

(Forward Exam, STAR, DRA and Units of Study Writing) and informal assessments. Using the input from all members during the data discussions, we then determine priority needs and set goals for the upcoming year. The building Leadership Team will spend time refining the School Improvement Plan in June to determine if any priority needs have been left out. Final decisions regarding who will receive Tier 2 and Tier 3 services and priorities for who will work with each group will be determined in the fall at our benchmarking meetings. These meetings will take place after we have had an opportunity to do some fall baseline screening, spend time in the classrooms and give the teachers an opportunity to give us input regarding their current students' needs.

2. What were the major sources of district/school/achievement and other data utilized to determine progress made toward attainment of content and performance standards, and to pinpoint the extent of “gaps” in student learning as a basis for directing available federal/state/local resources to the highest need areas?

- **STAR** benchmark data for reading and math
- **STAR** progress monitoring of selected students
- district wide reading “DRA2”/ Units of Study writing assessments
- district math assessments
- informal reading assessments
- qualitative reading inventories
- running records of both at-risk students and comparison students who did not receive services
- **Forward Exam** at grades 3, 4 and 5
- math facts assessments
- classroom performance

3. What strategies were employed to ensure parents, students, and the total school faculty were kept informed and involved in planning for and delivering support to goals/objectives related to needs assessment findings?

- PLC Leadership Meetings and PLC Team Meetings focused on data driven instruction and assessment results

- Staff Development and Staff Meeting discussions of data driven instruction and assessment results
- staff spent time several times during the year looking at our schools' data to determine needs, specifically in Fall/Winter/Spring and ongoing school monthly newsletter
- parent/teacher conferences including discussion of STAR benchmark and progress monitoring data and other assessment tools
- conferencing with students to discuss individual progress
- Instructional Planning days with the Instructional Coach
- teacher conferences, workshops and in-service
- positive phone calls and notes home
- parent/child activity night (with some portion of the night dedicated to parent education)
- parent visits (parents came to sit in on instructional sessions with students)
- report cards
- SMT and Benchmark meetings with rotating grade level teachers, PLC data discussions, and SIP planning
- Cross Grade Level meetings to share student assessment data

4. What are the priority student achievement needs identified through the needs assessment process that will be receiving a major focus during school year 2019-2020?

Our priority student achievement needs are:

- Raising the oral fluency and comprehension reading scores of ALL students.
- Closing the achievement gap between students identified with special needs compared to their peers
- Closing the achievement gap between students identified with English Language needs compared to their peers
- Closing the achievement gap between students who are economically disadvantaged and those who are NOT economically disadvantaged in reading and math.

How do we plan to meet these needs:

- continuation of STAR and DRA benchmark assessment for all students (three times per year)
- increasing the amount of students being progress monitored during cycles of intervention throughout the school year

- continuation of the kindergarten involvement and the first grade intervention program
- continued involvement of Title I staff during first grade guided reading instruction
- continuation of providing “double dose” of reading instruction for those students in need (focus on “economically disadvantaged students”)
- PLC team meetings, book studies and facilitated grade level / cross grade level sharing
- Instructional Planning days bi-weekly with the Instructional Coach for all grade levels
- Implementation of ½ day planning days with the Instructional Coach in Fall/Winter/Spring for all grade levels
- continuation of parent involvement/education and increase outreach to parents of “economically disadvantaged”
- continuation of family literacy and math nights (including parent education)
- take home bags for reading/writing
- “parents as partners” program to get books into hands of kids
- continuation of giving books away (to instill motivation and to give students ownership of books)
- FOCUS on higher level thinking skills and Comprehension Strategies using fiction and non-fiction texts
- Continue to target students who are “economically disadvantaged” and/or “at risk” for extra services in Tier 2 and Tier 3

****These are “in addition” to regular in-class reading instruction, NOT in place of.**

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).

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 a License with Stipulations for such a teacher. If you ever have any questions about the certification of any of our staff, please call me, Amy Oliver, Principal Hintgen Elementary School 789-7767.

4. High quality and on-going professional development

Staff strategically plan for, access, and utilize professional development aligned to the School Improvement Plan. In additions to options at the building level. Staff also participate in district staff development as well as off-site opportunities that are provided throughout the year

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:

**Title I
Parent Participation/Education Report**

Date: 2018/2019

School: **Hintgen Elementary**

Date: **May 28, 2019**

Activities:

As a staff we work very hard to encourage parent participation with family math and literacy initiatives. This is a list of the highlights of our efforts for this year.

Monthly we send home a parenting newsletters called, “*Reading Connection*” and “*Math/Science Connection*” with each of our students. The students in Pre-K thru 2nd grade receive the beginning edition and the students in 3rd thru 5th grade receive the intermediate edition. These newsletters are full of ideas for parents to help them work with children on literacy, math and science content in interesting ways. This newsletter helps parents to begin academic conversations with their children and use higher level thinking skills with them in a variety of engaging ways. In addition to sending this home with students, we link the electronic version to our school website so parents have multiple ways to access the information. This is purchased through the district Title I funds.

On Friday, December 24, 2018 and Friday, May 24, 2019 we enjoyed our annual ***family picnics*** at Hintgen. Parents are welcome to come to our school for a variety of purposes including having lunch with their child. However, in ***December and May*** of this year, we had a ***special day when parents were invited to eat lunch with their child(ren) at school in order to encourage building and strengthening relationships***. The lunch in December took place in the lunchroom and the one in May was a picnic outside.

On Monday, March 4, 2019, at Hintgen Elementary, every student was able to participate in **Read Across America Day** activities. We shared with the students the excitement, students all around the country were all celebrating this great event and enjoying books, just like them. We also shared the importance of making literacy a part of their daily lives at home/school and making learning a lifelong pursuit. Each year, our goal is to help to

increase the amount of books in home libraries. All children were able to choose a new book for them to take home and keep. All classrooms participated in special reading activities. We are hoping that motivating students with these activities will be an incentive for every family to take this opportunity to continue the celebration of reading at home.

Throughout the Fall, 2018, Love and Logic Expert Chris Peterson presented 6 sessions of the parenting techniques of Love and Logic on Tuesday nights. Families from the La Crosse community, as well as neighboring communities were invited to attend free of cost. Families were also offered free dinner and free child care so that the parents could focus on learning great parenting strategies.

On **Thursday, November 29, 2018** we celebrated literacy with our **Author/Illustrator Artist in Residence!** All 340 students at Hintgen Elementary School were treated to a session with the professional author/illustrator, Rick Chrustowski. His presentation included a slide show presentation of how a book is made with artifacts from seven of his actual published books showcasing his methods/techniques during each stage of the process. Mr. Chrustowski demonstrated for each group how he did his illustrations and donated his 5 drawings to the school.

In the evening we invited back our students with their families for a SUB sandwich dinner and another wonderful presentation by Mr. Chrustowski. In addition to presenting information to the families about the process of drafting the manuscript of a book everyone was invited to take part in a “Draw Along”. During this event everyone was able to observe Mr. Chrustowski’s techniques and apply them to their own illustrations. This wonderful evening event drew a crowd of approximately 275 parents and children. Students, staff and parents were all extremely engaged during each of these presentations. In addition to the door prizes that we drew names for, FREE ice cream coupons were donated by Culvers and were distributed to every child who participated in the evening

On **Wednesday, April 24th and Thursday, April 25th, 2019** we welcomed Sue Hulsether, our **Folk Dancing Artist in Residence**. All 340 students and staff had the opportunity to dance for 2 sessions with Ms. Hulsether. The students were very engaged and enjoyed learning old fashion dances, as well as different types of music and instruments. On April 25 our evening event welcomed 150 people for pizza dinner and a night of amazing dancing. All adults and students eagerly participated in the dance and laughed and enjoyed all the time with their family and all of the other Hintgen families too.

Our Preschool and Kindergarten families joined us **on January 24, February 20 and March 28 for our Books and Breakfast** program. During each session, we welcomed about 50 people to enjoy a light breakfast, time to read with their child, and an educational piece. Our educational portions covered the following topics; The Importance of Reading Aloud to your Children, Reading Non-Fiction with your children, and Oral Storytelling (with guest J.P. Petersille). All families were very engaged and shared positive feedback about each of the events. All children in attendance at each session received a new book of their choice to take home to add to their home libraries.

On **Thursday, May 16, 2019** approximately 235 students and their families were treated to a celebration of the cultures of Hintgen families during our

“*A Taste of Culture*” event from 3:00 to 4:30. During registration each child received a “passport” which they took to each station to have stamped when they “visited” each country. While in each country they were able to learn about the culture while tasting foods and playing games/activities which are popular in their culture. We had a wonderful turn-out and everyone who participated had a great deal of tasty fun.

At least twice this year the classroom teachers, Mrs. Markworth and Mrs. Thornton met with parents to discuss student progress and set goals for each child during **Parent Teacher Conferences**. Many parents came in for additional meetings.

Another way Mrs. Thornton and Mrs. Markworth, (Title I Teachers) build and strengthen relationships with parents, staff and those from the community who support our students is through their membership of the Student Management Team and Professional Learning Community Teams and the PLC Leadership School teams. As SMT team members and Title I teachers, we attend IEP and County meetings when possible in addition to regular weekly meetings and quarterly all day meetings to discuss individual student needs. We are also very much involved in the data analysis of STAR, AIMSweb, DRA2, Phonemic Awareness, and Writing Assessments and the use of all of this data and other progress monitor data which is used to schedule students appropriately to meet their needs during our intervention and extension periods; daily WIN time in grades K-5.

Title I Teachers made many **positive phone calls home, sent emails and positive notes home** regarding student progress and behavior during the year. Parents were always very receptive of this communication. These were sometimes followed up with a visit to the school by the parent to borrow materials or discuss ideas.

Parent Outreach for Reading and Mathematics:

All first thru fifth grade students receive a double dose of reading and/or math instruction that has been differentiated by their need during the grade level “Intervention/Extension” WIN (What I Need) time. In addition to this, students received a Tier 3 reading or math intervention from the Title I teachers if they are found to be in need. Most of these students take home a new book that they have been reading to share with their family. In addition to this, we send home packs of books with the second and third graders that are at the child's reading level...we include some easier books and a couple of more challenging books. We usually send 5 or 6 books at a time. The parents are free to use these books for as long as they would like. When they are ready for new books, they send the ones they were using and new ones are sent home. Individual classroom teachers send home math practice activities.

Individual Parent Contacts:

Several times during the year the Title I teachers met with individual parents to show them things to do at home with their child to work on skills, discuss concerns and check out materials. Teachers designed several games that could be made and used at home to practice sight words and phrases for fluency. We shared the reading comprehension strategies that we are focusing on too, so that parents can use this language when discussing books with their children at home. Several **Parents came in to observe** in the classroom as teachers worked with their child. Most of these parents had

children in first and second grades. **Parents as Partners:** A Venture Grant from the La Crosse Education Foundation was used to establish a book area several years ago. This is located in the front office. Parents can pick up books to take home and use with their children. There is no formal check out and parents can keep the books for as long as they need. Parents can pick books out from this area any time they are at school during the day or during evening events. Once they are finished, the books are returned so that others can enjoy them. In this area there is also a bench for parents to sit and read with their child(ren). This has been a very successful program.

Muffins with Mom/Doughnuts with Dad: We invited students and their parents to a wonderful family activity, held 3 times in the Spring from 7:15-8:00 a.m. A light breakfast was served, at no cost to the families and a short parent education program was presented each month, on topics such as reading non-fiction with your child, good read aloud strategies, and oral storytelling, which included a wonderful storyteller who engaged the families with amazement. Families then had time to read with their children before the school day began. Each child was given a new book to take home to add to their home library. This included students and their families in Pre-K and Kindergarten.

Little Free Library Program: Students' families, LMC director and Title I Teachers continue to maintain and add to our Little Free Library Program. A volunteer built the little library and mounted it outside in front of Hintgen School. The library is registered on the "The Little Free Library" website so the location can be found by any children in our community who would like to borrow books to read.

Budgeted amount for above activities: The parenting newsletter was paid for out of the district Title I budget. The rest of the activities which required funding came from a grant.

7. Plans for assisting preschool children in transition:

[The School District of La Crosse](#) provides a variety of supports to students and parents/guardians during the transition from early childhood to Kindergarten. Students with special needs identified between the ages of birth to three and pre-school / 4K are supported via our partnerships with local medical agencies and social services. Our partnership with "Parenting Place" is one example of an established agency in La Crosse that provides counseling services and connects parents/guardians to resources available to support healthy social, physical and academic development for each child. Children identified with special needs are supported by our district's Special Education program.

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 School](#) use a variety of informal, formative, and summative assessments to help determine student progress. Teams meet three times per year formally at Benchmarking meetings to look closely at student assessment data, aligned to assessment windows provided by the district. At these meetings decisions are made regarding individual student Tier 2 and/or Tier 3 learning needs. During weekly professional learning communities (PLC's) teachers continuously look at student data to make instructional decisions for their daily instruction.

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. Student Management Teams

(SMT) meet to determine the appropriate intervention for a student. 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. Title 1 funds tend to specifically address staffing to ensure highly qualified and trained staff to work with students and teachers across the building. In addition, Title 1 funds help to fund our Family Engagement activities outside of the school day. These were articulated in question #6. 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.

At Hintgen we have 2 Title I Teachers and 1 Title I Assistant that are funded with our Title 1 funds.