

2016-2017

To

2021-2022

Northside Elementary
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 2017-2018 Staff Development Plan

<https://docs.google.com/document/d/1J4UhC1nj9InOm5glSMtMuC7cpThPbAZiOIUBJI1x2g/edit?ts=5935bcfa>

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

Table of Contents

Section 1: Mission, Vision, Values, Goals-

Section 2: Goals, Objectives, & Intervention Strategies (Building determined, but aligned to instructional priorities)

Section 3: Long-term Plan

Section 4: PD plans

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: 2018-19 Goals, Objectives and Intervention Strategies

<p>Goal 1:</p>	<p>Goal Statement:ACHIEVEMENT: Students in grades 3-5 will demonstrate comprehension of informational text through analysis of key ideas and details and craft, and structure, citing specific evidence from the text to support their analysis. Evidence of growth will be determined using a class wide median growth target of 60 student growth percentiles on the STAR reading assessment during the time interval of Fall to Spring of a school year.</p> <p>Students in grades 2-5 will demonstrate proficiency on CCSS math standards. Evidence of growth with be determined using a class wide median growth target of 60 student growth percentiles on the STAR math assessment during the time interval of Fall to Spring of a school year.</p>
<p>Rationale (How does it connect to the overall district instructional plan)/</p>	<p>Rationale Statement: Students at NS need to achieve at least at grade level expectations in order to progress through the school system and graduate college or career ready.</p>
<p>Connections (check all that apply)</p>	<p><input type="checkbox"/>Safety <input type="checkbox"/>Engagement <input type="checkbox"/>Relationships <input checked="" type="checkbox"/>Equity <input checked="" type="checkbox"/>Achievement</p>
<p>Overall Results (fill by June 15th).</p>	<p>17-18 school year Reading SGP: 61, 35, 34, 38, 40, 18, 19, 37, 59 average:35.6, Median:37, range: 18-61 Math SGP: 46, 39, 35, 42, 24, 17, 36, 19, 30, 23, 58, 53 average: 35.2, median 35. 18-19</p>

Northside Data						Fall to Spring	Spring to Spring	difference	
STAR reading		Fall % @ 60 PR	Winter % 2 60 PR	Spring % at 60PR		Winter SGP	Spring SGP		
	2nd	12	14	24		49	51		
	3rd	14	21	29		54	64	56	-8
	4th	17	23	24		61	55	34	-21
	5th	11	13	15		62	60	50	-10
STAR math									
	1st	29	40	41		42	39		
	2nd	13	19	33		51	44	30	-14
	3rd	25	33	39		49	51	44	-7
	4th	22	32	40		63	59	37	-22
	5th	14	28	34		64	74	68	-6

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
Implement best practice research driven Tier one strategies during ELA and math	Classroom teacher Instructional coach	Release time and/or time to compensate teachers for summer work/evening work	Spring 2017--Spring 2022	The time spent is very valuable. There will not be Title 1 money available next year. Would it be possible to use early release time to do this work? After school time was unsuccessful for fourth grade
Implement best practice research driven Tier one strategies during ELA and math	Classroom teacher Instructional coach	Materials to support best practice instruction in ELA and math	Spring 2017--Spring 2022	continue
Implement best practice research driven Tier one strategies during ELA and math	Classroom teacher Instructional coach	Off site professional development to occur at CESA, professional conferences and workshops	Spring 2017--Spring 2022	continue

Implement differentiated testing strategies. (one-on-one, student read aloud, test taking skills instruction)	Classroom teacher Title, Special Ed,	Consider release time for teachers to test	Spring 2017--Spring 2022	continue
After School tutoring program	21st Century CLC coordinator, Title teachers, Classroom teachers	21st century grant funds, Fund 80 supplemental funds	Spring 2017-Spring 2022	Revised based on feedback from DPI. CLC program will now provide academic tutoring and enrichment to 60 plus students daily.
New Student On-Boarding Process	Student Leadership Team ELL - academic assessments	To be determined	Spring 2018-Spring 2022	

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

Goal 2:	Goal Statement:ENGAGEMENT: Students will arrive in school on time every day of the 2016-2017 school year.
Rationale (How does it connect to the overall district instructional plan)/	Rationale Statement: Students need to access as much of the curriculum as possible during the school day.
Connections (check all that apply)	xSafety xEngagement xRelationships xEquity xAchievement
Overall Results (fill by June 15th).	We have improved since last year! Students at NS are tardy to school (arriving after 8:30) 6.9 times per student in the 2017-2018 school year. This is down from the 2016-2017 school year when the tardiness rate was 11.1 times per student. 18-19 We are holding steady at 7.1 tardies per student

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
In recognition for the class with the fewest tardies for the month the winning class will be recognized at our Success Assembly.	School Counselors	Supplies for winners of the tardy parties-popcorn, certificate	Spring 2017--Spring 2022	continue

In recognition for students with no tardies for the month the winners will be recognized at our Success assembly.	School counselors	Supplies for winners of no tardies-ribbons, pins, pencils	Spring 2017--Spring 2022	Prioritize for 2018-2019
In Classroom recognition for students with no tardies or few tardies	Classroom teachers	Supplies for winners	Spring 2017--Spring 2022	Prioritize for 2018-2019
Explore improving parent-school relationships	All Staff	Community supplies- food pantry, bus tokens, etc	Spring 2017--Spring 2022	Prioritize for 2018-2019
Explore options with Community School Coordinator	Community School Coordinator and Laura Huber	unknown	Spring 2018--Spring 2022	Prioritize for 2018-2019

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

Goal 3:	<p>Goal Statement:</p> <p>Achievement between Northside white and non-white students (as a group) on the STAR reading and math achievement tests will not differ in grades 3-5 between Fall 2016 and June 2022.</p>
Rationale (How does it connect to the overall district instructional plan)/	<p>Rationale Statement:</p> <p>It is important that all of our students achieve at grade level in order to be on track to graduate career and college ready.</p>
Connections (check all that apply)	<p><input type="checkbox"/> Safety <input type="checkbox"/> Engagement <input type="checkbox"/> Relationships <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Achievement</p>

Overall Results (fill by June 15th).	<p>6/22/18</p> <p>Reading: (median SGP) Grade 3 - White: 43, Students of Color: 39 Grade 4--White: 33, Students of color: 32 Grade 5--White 44, Students of color 34</p> <p>Math: (median SGP) Grade 3 - White - 27, students of color 23 Grade 4--white 29, students of color 27 Grade 5--White 35, students of color 60</p> <p>*Data may be incomplete</p>
--------------------------------------	--

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
Monthly Star family gatherings	Leadership team, Adult staff	Time in schedule Books and lesson plans	Spring 2017-Spring 2022	Discontinue
Increasing the availability and use of multi-cultural materials	LMC director Instructional coach Classroom teacher	Budget allocations for multi-cultural books/materials	Spring 2017-Spring 2022	continue
Use of teaching strategies that appeal to students from a	Instructional coach, All teachers	Release time or extended hours for PD	Spring 2017-Spring 2022	continue

variety of backgrounds for example a "call and response" attention getting strategy				
Implementation of culturally responsive teaching methods	Instructional coach All teachers	Release time or extended hours for PD	Spring 2017-Spring 2022	continue
Implementation of monthly Hmong club	Principal, ESL staff Hmong cultural liaison	Supplies and hmong food to share	Spring 2017-Spring 2022	continue
Implementation of clubs and other co curricular opportunities that focus on fine art contributions of people of color	Fine arts specialists	Supplies for clubs	Spring 2017-Spring 2022	Prioritize for 2018-2019
More instruction in Universal Design for Learning	Instructional coach All teachers	Release time or extended hours for PD	Spring 2017-Spring 2022	continue
Every classroom commit to one data point per kid to monitor with the students- engage students to set and monitor one data goal	Classroom teachers Instructional coach	Release time or extended hours for PD	Spring 2017-Spring 2022	Prioritize for 2018-2019
High School graduation walk(group to work with AVID, Interact,in and NHS)	Principal from LHS and NS, Committee	Supplies for celebration (ice cream cups)	Spring 2017-Spring 2022 (Typically occurs in May)	continue
Explore the use of an incentive or reinforcement menu for students	Teachers, Dean of Students	Reinforcement inventory	Spring 2017-Spring 2022	continue
Career exploration	School counselors		Spring 2017-Spring 2022	continue
Explore use of UWL programs to provide extra support for students	School counselors		Spring 2017-Spring 2022	continue
Reading without walls http://geneyang.com/the-reading-without-walls-challenge	Classroom Teachers (LMC - Kristen)	Multicultural books Cultural Author Visits	Spring 2017-Spring 2022	continue

Explore approaches to disaggregating data	Principal	Unknown	Spring 2018-Spring 2022	continue
Modified approach to informances	Site Team	Hmong club, REAL girls, milk caps, Uke club, Food Pantry, Student Leadership Team,	Spring 2018-Spring 2022	continue

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

Goal 4:	Goal Statement: Every student at Northside will have at least two adults (besides the classroom teacher) who have formed a personal connection with him or her.
Rationale (How does it connect to the overall district instructional plan)/	Rationale Statement: Students perform best in a school when they have made a significant connection to a caring adult.
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).	17-18 school year: We completed the angel list process twice this year and matched students. Once again, we noted that the new students needed caring adults sooner rather than later. We are remedying this with forming a “welcoming” committee in an attempt to integrate new students into our family as quickly as possible with a process that is consistent between students.

What is the action plan-improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
STAR families	Equity team	Books and other supplies to support the star families	Spring 2017-Spring 2022	discontinue

Success assemblies featuring students of the month	PBIS tier one team	Medals, powerpoints, letters to parents	Spring 2017-Spring 2022	continue
WIN groups	Classroom and title teachers	Professional development and strategies needed to impact achievement	Spring 2017-Spring 2022	continue
Morning meetings	Classroom teachers	Professional development and strategies needed to implement	Spring 2017-Spring 2022	continue
STAR cards, star books and star shopping, community star cards	All adults, community	Books and pencils, gift certificate to support the star shopping (4-5 only)	Spring 2017-Spring 2022	continue
Mentoring	Guidance counselors Community school coordinator	None extra needed	Spring 2017-Spring 2022	continue
CICO	Guidance counselors	Tangible reinforcers if needed	Spring 2017-Spring 2022	continue
Concerts/fine arts nights	Art and music	None extra	Spring 2017-Spring 2022	continue
Family nights	Title staff and guidance counselors	Food for attending families. Presenters payment. Supplies for family crafts	Spring 2017-Spring 2022	continue
Continue partnerships with community agencies	Pupil services staff	T shirts for volunteers	Spring 2017-Spring 2022	continue
Buddy classrooms	Classroom teachers	None extra needed	Spring 2017-Spring 2022	continue
Review Angel List data and make adjustments as needed	Melani Fay and Tom Sullivan	Duty teachers to connect Data from TA's	Spring 2018-Spring 2022	continue
Initiate process to become a community school	Laura, Larry, Danya, Community school leadership team	Grant from LPEF	Fall 2018-Spring 2022	

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

Goal 5:	Goal Statement: Students will employ positive strategies as a response to distress while in the classroom and hallway throughout the 2016-2022 school years.
Rationale (How does it connect to the overall district instructional plan)/	Rationale Statement: In order for students to perform at their best academically, they must feel safe while at school.
Connections (check all that apply)	X Safety <input type="checkbox"/> Engagement <input type="checkbox"/> Relationships <input type="checkbox"/> Equity <input type="checkbox"/> Achievement
Overall Results (fill by June 15th).	<p>When accounting for the entire 2017-2018 school year, we had 76% of our students receiving 2 or fewer ODRs. We had 5% of our students receiving 3-4 ODRs, and 11% of our students receiving 5 or more ODRs. Looking at the data another way: In Tier One, 395 students received a 101 ODRs. This means that in tier one the ratio is: .26 ODRs per student. In Tier two: 26 students earned 87 ODRs for a ratio of: 3.34 ODRs per student. In Tier Three 61 students earned 1276 ODRs for a ration of 21 ODRs per student. We also had BSMT once time per cycle. We convened problem solving teams for 52 students. Teachers reported change with most students that made it to problem solving. Teachers reported great satisfaction with the new problem solving format and it will be continued next year.</p> <p>18-19 We had a 30% decrease in ODRs for hte 18-19 school year.</p> <p>Implementaton</p>

What is the action plan-improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
---	--	--------------------------------	----------------------	--------------------

Implement systemic response to extreme behaviors and communicating with special education staff and building leadership	Dean of Students/EBD staff/principal	TBD	Spring 2017-Spring 2022	continue
Explore programming options related to EBD	Dean of Students/EBD staff/principal	TBD	Spring 2017-Spring 2022	continue
Implement use of a refocus room as a temporary "reboot" of behavior	Dean of Students/EBD staff/principal/refocus room staff	TBD	Spring 2017-Spring 2022	Continue but expand to a "yellow" and "red" room
Implement mindfulness lessons, responsive classroom activities and second step lessons and Cool Tools daily	Classroom teachers And specialists	Mindfulness materials, Second Step kits, cool tool lessons, responsive classroom training and literature.	Spring 2017-Spring 2022	continue
Reach out to district staff and community members--to explore learning about our school and to provide needed resources	Principal, dean of students, school counselors		Spring 2017-Spring 2022	continue
Explore year round schooling	Principal, dean of students, school counselors		Spring 2017-Spring 2022	continue
Explore community school options	Principal, dean of students, school counselors		Spring 2017-Spring 2022	achieved
Exploring and improving partnership with BGC and Surround care -BGC staff training and implementation of school rules	Principal, PBIS committee, school counselors		Spring 2017-Spring 2022	continue
Staff professional development regarding Trauma sensitive schools to include: : book club	Principal, book club committee, Equity team, Mental health committee		Spring 2017-Spring 2022	continue

: presentations : DPI TSS modules				
Implement trauma informed care school	Principal, Betty DeBoer, Committee		Spring 2017-Spring 2022	continue
Action steps/strategies developed as a result of the Mental Health grant from DPI	Principal, counselor (s), Dean of students, Mental health liaison		Spring 2017-Spring 2022	continue
Implement BSMT process	Laura Huber, Larry McMahan			continue
PLC need planning with coach	Need to meet with team	Want to meet with other grade levels	Like meeting with specials once a month	Traveling team make agenda on google docs
Kindergarten will implement developmentally appropriate pedagogy and curriculum	Kinder team, UWL professor, coach	Materials, planning time	Fall 2018-Spring 2022	prioritize

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	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	<p>Students in grades 3-5 will demonstrate comprehension of informational text through analysis of key ideas and details and craft, and structure, citing specific evidence from the text to support their analysis. Evidence of growth will be determined using a class wide median growth target of 60 student growth percentiles on the STAR reading assessment during the time interval of Fall to Spring of a school year.</p> <p>Students in grades 2-5 will</p>	<p>Students will arrive in school on time every day of the 2016-2022 school year.</p>	<p>Achievement between Northside white and non-white students (as a group) on the STAR reading and math achievement tests will not differ in grades 3-5 between Fall 2016 and June 2022.</p>	<p>Every student at Northside will have at least two adults (besides the classroom teacher) who have formed a personal connection with him or her.</p>	<p>Students will employ positive strategies as a response to distress while in the classroom and hallway throughout the 2016-2022 school years.</p>

	demonstrate proficiency on CCSS math standards. Evidence of growth will be determined using a class wide median growth target of 60 student growth percentiles on the STAR math assessment during the time interval of Fall to Spring of a school year.				
2016-2017		Tardiness rate: 11.1 per student			
2017-2018	<p>Reading SGP: 61, 35, 34, 38, 40, 18, 19, 37, 59 average:35.6, Median:37, range: 18-61</p> <p>Math SGP: 46, 39, 35, 42, 24, 17, 36, 19, 30, 23, 58, 53 average: 35.2, median 35.5, range: 17-58</p>	. We have improved since last year! Students at NS are tardy to school (arriving after 8:30) 6.9 times per student in the 2017-2018 school year. This is down from the 2016-2017 school year when the tardiness rate was 11.1 times per student.	<p>5/22/18</p> <p>Reading: Grade 3 - White - 19, Non White - 28 Grade 4 - White - 33, Non White - 22 Grade 5 - White - 25, Non White - 45</p> <p>Math: Grade 3 - White - 20, Non White - 28 Grade 4 - White - 32,</p>	We completed the angel list process twice this year and matched students. Once again, we noted that the new students needed caring adults sooner rather than later. We are remedying this with forming a “welcoming” committee in an attempt to integrate	

			<p>Non White - 22 Grade 5 - White - 40, Non White - 45</p> <p>*Data may be incomplete as this report was run before test period was complete.</p>	<p>new students into our school family as quickly as possible with a process that is consistent between students.</p> <p>.</p>	
2018-2019					
2020-2021					
2021-2022					

Appendix A- Title I Schoolwide Plan Information:

1. **Comprehensive Needs Assessment:**

[2018-19 Northside Building Needs Assessment](#)

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). Northside is also in our first year officially designated as a community school.

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. If you ever have any questions about the certification of any of our staff, please call me, 789-7970, Laura Huber, Principal of Northside Elementary.

4. High quality and ongoing 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, mindful 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:

Student success is considered a shared responsibility among students, parents, teachers, and administration at Northside Elementary School. Our school year began with an open house where we explained this partnership. Teachers and administration communicate regularly with students' families through newsletters, parent teacher conferences, letters, emails, phone calls, and assignment notebooks.

We have a variety of school wide activities and programs that foster parent participation and education. We had four family nights this year. They include the following activities...

- 1) In the fall we had a Literacy Night in which parents watched a TedTalk our Guidance counselor had done. The focus was dinner time without electronics. Crockpots were given away with ingredients for chili.
- 2) In December, we had a Carnival of Engineering Presentation from the Science Museum of Minnesota, in which families were able to participate in several carnival type activities that promoted engineering ideas.
- 3) In February, we hosted a Love for Learning Night. Families rotated to different stations that focused on literacy and math. Math games were sent home with families.
- 4) In May, families participated in a Bike Rodeo in which they learned about bike safety. Students had fun practicing new skills in a bike obstacle course.
- 5) Muffins with the Principal - Parents were invited in to enjoy muffins with the principal and share ideas for students and staff or express concerns that they might have.

7. Plans for assisting preschool children in transition:

Northside Elementary 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 Northside 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 which may or may not lead to participation in tier 2 or 3 interventions.

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. 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 (2.5 FTE) and teacher assistant (3.0 FTE)
- Family Engagement activities (see examples of family nights in #6)