

2016-2017

To

2021-2022

Spence 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 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](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](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:	Goal: Create a safe, joyful and inclusive school environment where all students, staff and families feel a sense of belonging and significance. Goal Statement: 100% of staff and students at Spence Elementary will participate in classroom and school activities that support the development of the whole child.
Rationale (How does it connect to the overall district instructional plan)/	Rationale Statement: “It is important that we cultivate a community of learners that is kind, caring, honest and compassionate in order to challenge and inspire each member of the school community to become more than they ever thought possible.” Quote from <u>Culturize</u> by Jimmy Casas
Connections (check all that apply)	X Safety X Engagement X Relationships X Equity X Achievement
Overall Results (fill by June 15th).	100% of certified staff and teacher assistants participated in Trauma Informed Care training with Nicole Milliren, Social Emotional Learning training and Responsive Classroom activities. 100% of classroom teaching staff implemented RC elements. School Survey results indicated that 100% of staff indicated that students feel like they belong and that our school reflects a strong sense of community.

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
All staff will implement the practices from our <b>Responsive</b>	All staff will continue to implement the key elements	A professional library of RC resources, online resources, and	Daily implementation	Master schedule supports morning

<p><b>Classroom training .</b> Key Elements:</p> <ul style="list-style-type: none"> <li>● Morning Meeting</li> <li>● Establishing Rules</li> <li>● Interactive Modeling</li> <li>● Teacher Language</li> <li>● Responding to misbehavior</li> <li>● Academic Choice</li> <li>● Closing Circle</li> </ul>	<p>of RC as appropriate for their position.</p>	<p>school level toolkit. Staff who attended RC training are available for support.</p>		<p>meeting and closing circle in every classroom. Much work has been done with responding to misbehavior and teacher language.</p>
<p><b>Morning Meeting</b> - All students participate in Morning Meeting from 8:00-8:30 (Master Schedule)</p>	<p>All staff.</p>	<p>30 minute of designated time in the master schedule for morning meeting, and resources (see above).</p>	<p>Every day, 8:00-8:30.</p>	<p>Every classroom runs morning meeting every day.</p>
<p><b>Entry/Dismissal Routines</b> - Staff meet students at the doors and welcome into the classroom. Other staff greet students as well. Outside at drop off or foyer - principal, Foyer - counselor, TA - entrance L, TAs - at bus.</p>	<p>All staff.</p>	<p>None.</p>	<p>Every day.</p>	<p>Students are consistently greeted and bid farewell daily.</p>
<p><b>PBIS T1</b> - Continue to implement a strong universal PBIS program which includes teaching expectations, reinforcing, practicing, acknowledgment and celebrations.</p> <ul style="list-style-type: none"> <li>● 4th quarter all staff will be involved in PBIS planning committees</li> </ul>	<p>All staff.</p>	<p>PBIS team, cool tools, stations (lunchroom, bathroom, hallway), Mustang Pride, Mini Mustang Pride tickets/prizes, Rock'in Clean Room incentive</p>	<p>PBIS assemblies (BOY, boosters &amp; every other early release), PBIS boosters, quarterly celebrations</p>	<p>Students created relationships vertically amongst grade levels through Champions of Learning. PBIS and Champions targeted district core values. SAS survey results were well above district average in all areas.</p>
<p><b>Pyramid Model Pilot</b> - *PreK-grade 1 teachers and</p>	<p>Preschool - 2nd Grade Specialist Teachers</p>	<p>2 day summer training with Jen Kalis</p>	<p>Fidelity check with Jen on progress - 11/28/18</p>	<p>PK-1 teachers began implementing at BOY.</p>

<p>Student Support staff attended a 2 day training and will implement the following:</p> <ul style="list-style-type: none"> <li>• Tucker Turtle - Puppets for Pre K- 2 and Specialists</li> <li>• Social story</li> <li>• Solution Cards</li> <li>• Booster assembly for Pre K - 2</li> </ul> <p>*TAs and Specialists will be trained during the 4 building Early Releases by Jen Kalis *Convert PBIS rules to include pictures for our littlest learners</p>	BST	<p>ER Training by Jen Kalis for TAs Purchase and create items (Tucker Turtle, social stories, solution cards, timers) PBIS rules - modify to include pictures for support</p>	<p>Booster - second week of 2018-2019 school year, revisit second half of 2018-2019 school year.</p>	<p>Students are able to request these strategies implemented. Looking forward to doing it again next year.</p>
<p><b>Champions of Learning</b> - Students are grouped into teams that include K-5 students so that we can build community across grade levels and age spans.</p>	K-5 Staff	PBIS lesson plans, champions spreadsheet	Every other early release.	Champions carried forward with the same groups, adding new students and kindergarteners. The lessons had a character-building focus.
<p><b>Trauma Sensitive Schools training</b> - Staff participate in TSS training with Nicole Milliren with the goal of becoming a Trauma Sensitive School</p>	Nicole Miliren and Shelley Shirel.	Trauma Sensitive School Fidelity Tool survey & results,	2-3 staff meeting training, parent meetings Individual teacher meetings	Nicole training 9/17/18, 11/13/19, 3/18/19, 4/15/19 with all staff Nicole 1:1 -
<p>Create and implement an <b>After-School Youth Development Program</b> that allows students to extended opportunities to learn about and participate in positive activities that develop the whole child.</p>	Shelley Shirel ASYD program coordinator, Suzie Pence Staff hired to deliver courses	After School Community Grant Coordinator Transportation Staff Snacks Supplies	3 sessions Session 1: 10/30/18-12/13/18 Session 2: 1/08/19-2/14/19 Session 3: 2/26/19-4/11/19	Many students participated in a variety of programming and they were excited to extend their learning beyond the school

				day.
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Notes: \*\*\*\* Make copies of this section as needed for other building goals

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

Goal 2:	Goal Statement: Spence will continue to create and improve school-wide systems of support that address the social, emotional and behavioral needs of students. Students will be provided a multi-tiered system of supports based on student identified needs and lagging skills.
Rationale (How does it connect to the overall district instructional plan)/	Rationale Statement: Many students come to school lagging key skills that aid them in being successful in the school environment. We know that the more we can proactively address the needs of students and address their lagging skills the less often we will have to react to situations that would lead a student to be disruptive and either interfere with the learning of others or themselves. We want to create the same level of support for students with challenging behaviors as we do with academics.
Connections (check all that apply)	<input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Relationships <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Achievement
Overall Results (fill by June 15th).	Spence added multiple supports including T2 and T3 interventions for students with challenging behaviors. All students had access to the Regulation Station and 1,2,3 breaks if needed. The BST worked with 37 students throughout the year providing behavioral supports and teaching SEL



skills and strategies. Students were provided with T2 and T3 academic interventions in the area of reading and math through Title, ELL and classroom teachers during SMART time. 97% of staff indicated that the social and emotional learning needs of students are being met.

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
<p><b>Building Support Teacher</b> - Utilize a responsive approach to meet the needs of students who have behavior challenges and develop proactive strategies and supports to address identified the identified challenges.</p>	<p>Tara Craig in collaboration with classroom teachers, specialists, Principal, Guidance, T2 PBIS Team</p>	<p>Reallocating staffing plan allowed us to have this position. Position spends time in classrooms as well teaching self-regulation and social skills lessons.</p>	<p>Daily</p>	<p>Staff find the BST to be an extremely valuable resource to support student behavioral needs in a proactive and reactive manner.</p>
<p><b>Zones of Regulation</b> - Staff will implement Zones school-wide teaching this approach in all classrooms.</p> <ul style="list-style-type: none"> <li>● Zones of Regulation training</li> <li>● Zones lessons PK-5th Grade</li> <li>● Parent information will be sent home</li> <li>● Classroom check-in system connected to the Zones</li> </ul>	<p>Katie Jeseritz (School Counselor), will teach the Zones of Regulation Curriculum and Parent information. Classroom teachers and specialist will reinforce the curriculum with their students and develop a classroom check-in process. Katie Jeseritz, Tara Craig, Shelley Shirell, and Becky Veenstra will attend the training in August.</p>	<p>Classroom signage, Zones of Regulation curriculum (3x), Stories that reinforce the Zones, Classroom materials for teaching</p>	<p>Daily Zone of Regulation Training will happen in August 2018.</p>	<p>Continued School-Wide implementation with common Zone's Language and Zone's Check-in in all classrooms each day. Students practice strategies. School staff use common language. Language has been shared with select families but we want to be more purposeful in 2019-20 at Open House</p>

<p>Utilize the SEL Leadership team to lead the implementation of developing a school-wide system that will create a <b>systemic approach to integrating academic, social and emotional learning.</b></p> <ul style="list-style-type: none"> <li>● <b>Needs assessment</b></li> <li>● <b>Build Awareness, Commitment, Owners</b></li> <li>● <b>Established shared vision and plan</b></li> <li>● <b>Cultivate Adult SEL</b></li> <li>● <b>Promote SEL for students</b></li> <li>● <b>Use Data for Continuous Improvement</b></li> </ul>	<p>Principal SEL Leadership team</p> <p>Counselor</p> <p>Classroom teachers and support staff</p>	<p>CASEL School Guide Monthly Leadership Meetings Staff Meetings Attend workshops and conferences</p> <p>Piloting Newsela with a SEL component</p> <p>Piloting select SEL curriculums - Counselor has secured different SEL curriculums</p>	<p>SEL Leadership team meets monthly</p> <p>Monthly staff meetings to build SEL adult competency</p> <p>Weekly guidance with a focus on SEL</p> <p>Weekly instruction by piloting teachers of SEL curriculums</p> <p>Daily of use of Newsela integrated into academic curriculum</p>	<p>Continued to build staff awareness and developed plan to improve parent communication. Weekly guidance in K and 1st grade.</p> <p>Struggled to successfully implement SEL Curriculums and Newsela</p>
<p>Select staff (SEL leadership team) will participate in <b>CESA SEL Network Meetings</b> to grow our personal &amp; team capacity, learn from others in our area and identify further opportunities.</p>	<p>Principal, Counselor, BST, SPED teacher &amp; grade level teachers</p>	<p>Funding form site plan and ES3 Grant, subs for training -</p>	<p>11/29/18, 2/27/19, 4/25/19</p>	<p>The SEL Leadership Team participated in the CESA SEL Network Meetings</p>
<p><b>Trauma Education</b> - Staff participate in Trauma-Informed Teaching Training with Nicole Milliren.</p> <ul style="list-style-type: none"> <li>● Staff meeting training</li> <li>● Parent meetings</li> <li>● Individual teacher sessions with Nicole</li> </ul>	<p>Nicole Milliren Shelley Shirel</p>	<p>DPI Trauma Sensitive School Training modules TSS Fidelity tool</p>	<p>Once a month during the 2018-19 school year</p>	<p>9/10/18 - Staff Meeting 11/13/18 - Consult 1:1 with teachers 1/7/18 - Staff Meeting</p>
<p><b>Student Support Meetings</b> - Meetings will be held to support teachers in planning for students with high behavioral needs</p>	<p>Teacher Help Requests - Teachers will fill out a Teacher Help Request and Tara Craig will schedule a meeting with the teacher, Shelley Shirel, Katie Jeseritz, and the parent, if</p>	<p>Help Requests (found on livebinder under BST) Teachers copy from livebinder and share with Tara (BST) Shelley (principal) and Katie Jeseritz (Guidance)</p>	<p>Meetings will be held year-round as needed as requested</p>	<p>Meetings were held as needed. There are multiple students that could have benefit from Student Support Meetings who were not referred. We need</p>

	available			to work on having teachers access this support more.
<p><b>BMT (Behavioral Management Team)</b> Hold meetings regarding students that are struggling behaviorally. Include parents, teacher, BST, principal where an intervention plan is crafted and then implemented</p>	Classroom teacher will fill out the BMT referral form in Skyward, and Lisa Molland will coordinate the meeting with all staff who support the student	District Staff (Angela Korson, Heather Hall, Resa Hawes, Curt Teff) with expertise will be invited to the BMT Meeting, along with Spence staff including Tara, Katie, and Shelley	Year-long as needed	Revisit in 2019-2020 clarifying the role of BMT and student support meetings for staff. 1 student was referred this year through BMT but many received support services through BST and Support Meetings.
<p><b>Book study on Lost at School -</b> Pupil Support Team will participate in this book study to determine how to utilize ALS and Plan B.</p>	Shelley Shirel, Tara Craig, Katie Jeseritz, Becky Veenstra, Nicole Milliren, Lisa Molland	6 copies of Lost at School	November - February	Revisit in 2019-2020
<p><b>PBIS T2 -</b> Participate in district T2 booster trainings and identify opportunities for further training. T2 team meets twice a month to discuss students with 6 or more minors or 2 or more majors</p>	T2 PBIS Team - Katie, Dawn, Tara, Becky, Shelley	CICO data, Major/Minor Data, District Trainers, SWIS, My District 360, Skyward,	1st and 3rd Thursday of each month	The T2 PBIS Team met twice a month as needed and did not receive district training for further implementation.
Utilize <b>CICO</b> and <b>Social Skills</b> groups to support students in addressing lagging skills and in developing classroom behaviors to be successful at school	T2 PBIS Team, Classroom teachers, Specialist, Support teachers, BSP (Tara Craig), Katie Jeseritz	CICO sheets, Social Skills Group Curriculum,	Year round and as needed	More students have graduated from the CICO program than had to stay in. This was successful. This offered individual support for varying student behaviors.
Complete training on <b>B-FBAs</b> and	T2 PBIS Team, Classroom	District Training for B-FBA's and	TBD - based on district	No training was given

<p><b>BIPs</b> and implement after training with select students.</p>	<p>Teachers</p>	<p>BIP's</p>	<p>training</p>	<p>by the district. Staff did have to write and implement both FBAs and BIPs for students.</p>
<p><b>Regulation Station</b> - Will be provided for students to learn self regulation strategies in a structured fashion. It also provide a space for students to safely calm down to regulate their bodies and get back to class.</p> <ul style="list-style-type: none"> <li>● 123 Breaks</li> <li>● Green Breaks</li> <li>● Time Out</li> </ul> <p>The regulation room will be staffed all day to allow for teachers to send students for breaks.</p>	<p>Behavior Support Teacher, Special Education Teachers and Teacher Assistants.</p>	<p>Zones Training, Regulation tools, Set procedures for different behavioral supports. Summer collaboration with SPED and BST to establish practices. Train SPED TAs in 123 Breaks</p>	<p>Daily for students. Staff involved meet biweekly.</p>	<p>The Regulation Station was used on a daily basis. It was very successful. We were able to provide sensory supports for students to regulate and safely calm their bodies. It also provided a space for students to go when they were not safe or able to stay in the classroom.</p>
<p><b>ES3 Grant</b> - State and District level Social Emotional Learning training. Select Spence Staff will participate in the trainings, district meetings, coaching sessions and implement the various strategies identified as part of the ES3 Grant.</p>	<p>Behavior Support Teacher, Special Education Teachers, School Counselor, Principal, District Program Support Staff</p>	<p>DPI Grant Coordinator Online resources/strategies Time to review resources/strategies Time for meeting with coach Implementing Zones Pre-assessment and Post-assessment cards</p>	<p>Summer Training Monthly meetings for all. Twice a month for coach and coachees.</p>	<p>Spence was able to receive Social Emotional books with lessons to go with them. Staff have continued to use books to teach emotional and social strategies.</p>
<p>Counseling Curriculum - PK-5th grade SEL lessons each cycle</p>	<p>Counselor, Classroom teachers</p>	<p>Various SEL resources and curriculums - piloting</p>	<p>Weekly</p>	<p>Guidance was provided in the classroom. It was successful as the guidance counselor was able to teach the entire student population. Halfway</p>

				through the year, weekly guidance continued only in PK, K, and 1st grade
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Notes: \*\*\*\* Make copies of this section as needed for other building goals

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

Goal 3:	Goal Statement: The Spence staff will continue to create instructional environments and supports that will address and close learning gaps in the area of ELA and Math and ensure that equitable practices are at the forefront of our instructional design. As a result, students will demonstrate high levels of growth in reading and math as evidenced by a median SGP of 60 on the STAR assessment AND have an increase of 10% in the number of students meeting the new district benchmarks.
Rationale (How does it connect to the overall district instructional plan)/	Rationale statement: Designing instruction that maximizes the learning of all, will minimize the need for further intervention and supports. It is critical that the universal instruction be the strongest possible so that 80% of students are successful and our system of supports is not overloaded.
Connections (check all that apply)	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Relationships <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Achievement
Overall Results (fill by June 15th).	The school-wide median SGP for reading was 56 and the percentage of increase was 12% (28% to 40% at 60th percentile) according to STAR. For math, the school-wide median SGP was 53 and the percentage of increase

was 18% (46% to 64% at the 60th percentile according to STAR.

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
<p><b>PLC Reboot:</b> Staff will participate in weekly PLCs with a focus on:</p> <ul style="list-style-type: none"> <li>● Norms, Agendas</li> <li>● Collective Commitments</li> <li>● Common Formative Assessments</li> </ul>	<p>Principal Team Leaders and PLC teams</p>	<p>PLC Reboot training in August for 8 team members</p> <p>Staff meetings with a focus on identified areas for improvement from summer training</p>	<p>Weekly PLCs and Monthly staff meetings</p>	<p>Yes. Curriculum was discussed and instruction was planned off of CFAs and discussion of lessons.</p>
<p>Grade level teams meet weekly in <b>Professional Learning Communities (PLCs)</b> to analyze student data and share universal practices that have evidence of being highly successful. Teams will develop common formative assessments (CFAs).</p>	<p>All teaching staff</p>	<p>STAR data, DRA 2, grade level assessments, district assessments, running records, LLI benchmark assessments, SMT information, anecdotal notes, and CFAs.</p>	<p>ongoing</p>	<p>Curriculum was discussed and instruction was planned off of CFAs and discussion of lessons. Each grade level completed minimally 4 CFAs.</p>
<p><b>Purposeful Planning -</b> Teachers will strengthen Universal Instruction through Purposeful Planning. PP will precede Early Releases so that teams can continue to work on curricular units.</p>	<p>Tami Hillestad and classroom teachers</p>	<p>Grade level curriculum, Title funding for subs while available</p>	<p>4 times per school year (including afternoons of early release days) following prep time meeting with IC.</p>	<p>Units were developed and put into our grade level team folders on google docs. These lessons were developed to make transitions across grades easier for the incoming teachers and to meet the curricular needs of our students.</p>

Collaborate with job-alike staff from Southern Bluffs to share <b>universal best practices</b>	Principals and district staff	Grade level curriculum and grade level unit plans	Staff development and early release days 3 times- January, February, April	Ideas and resources were shared.
<b>SMART</b> time for whole grade differentiated instruction and delivery of T2 and T3 interventions. 2nd grade has 2 SMART times to address identified needs..	All staff as available.	Time to co-plan and make groups.	Daily intervention/SMART all year with grade levels meeting with support staff frequently to reassess student groups to ensure that they are flexible and fluid based on skills and need	Grade 2 students who were performing at grade level were exited and grade 1 students filled the second SMART2 time starting April 15th. Other T3 students were exited, but will continue to monitor their progress.
<b>Push In</b> - Utilize a push in model during universal reading in grades 1,2 Kindergarten push in for writing. Master schedule was realigned.	Title, ELL, Kindergarten, 1st and 2nd grade teachers with guidance from Instructional Coach.	Time to co plan for team teachers embedded in the school day. Decision on model to use: 4 Block, Daily 5, etc.	Universal ELA instruction Intervention	Weekly planning time was very beneficial for both classroom & Title/ELL teachers. We will be trying the Jan Richardson Model during grade 2 push in time.
Kindergarten and 1st grade will implementing Writer's Workshop based off the <b>writing strategies</b> of <b>Matt Glover</b> . Reg Ed TA will push in during K writing to support writing from beginning of the year.	Kindergarten and 1st grade teachers Regular Ed TA Instructional Coach for support	Book study on Matt Glover CESA Workshop with Matt Glover (All K and grade 1 teachers attended) Box of unlined paper for writing	Daily instruction in classroom	This was highly successful and kids have improved greatly with writing as well as writing enjoyment.
<b>Special Education Push-in</b> - SPED teachers will push into classrooms, when appropriate, to support students in participating in the universal curriculum	LD, Cross categorical teachers, Student support teacher	Time to co plan with team teachers, grade level teacher editions	Universal instruction as needed	Instead of push-in special ed. Teachers supported the curriculum in small group setting. There was not enough time

				to push in and provide behavior support.
Continue to research, explore and implement <b>equitable, culturally responsive practices</b>	All staff as available	District direction as cornerstones are addressed	Ongoing	District wide PD throughout the year, WWEC conference
<b>STAR Testing</b> - Analyze STAR data to support individual student needs and develop support as needed	Classroom teachers/with support from SPED teachers for small groups when needed	Computer lab or ipads	Three times a year	Teachers and grade level teams analyzed STAR results and based SLOs on the data. Some classrooms used progress monitoring with STAR.
<b>Math Workshop</b> - Utilize a Math stations approach to support student learning and engagement	Grade level classroom teachers	Time to plan/prep stations, share ideas, grade level benchmarks, math manipulatives	Daily	Teachers utilize techniques and interactive lessons that meet a variety of needs for each learning style of our students.
<b>Modified Math Pacing</b> - Follow district math pacing guides with identified Power Lessons and utilize new district math assessments.	Grade level classroom teachers	Grade Level Curriculum Math Workshop Practices Ipads, Innovative math manipulatives	Ongoing throughout the school year	Teachers used this to help aid the development of CFAs and instruction planning throughout the year.
Utilize <b>Reflex Math</b> to support students in master and fluency of math facts.	Classroom teachers	Purchase Reflex Math	Daily all year	Utilization of this varied by grade level and time of year. Upper grades initiated more time at the beginning of the year to mastery of facts.



				This program is primarily set up for 2nd grade up. Once primary had established more of their routines, Reflex had the opportunity to be utilized.
Pilot <b>Newsela</b> with SEL component which provides text that are levels	Classroom teachers and support teachers	Purchase pilot program with SEL component	October 1- December 21, 2018	This was not successful and we discontinued at mid year.
<b>Instructional Coach</b> - Staff meet with the instructional coach monthly during grade level meetings, 4 purposeful planning sessions and work individually with the coach through collaborative planning, modeling and coaching.	Tami Hillestad and grade level classroom teachers	Unit plans and grade level curriculum	Monthly during prep time	All grade level teachers met with IC 1 time a month and we had 4 purposeful planning sessions where significant progress was made on universal instruction.
<b>EDCAMP</b> - Teachers participate in sessions of interest and expertise for other teachers to learn and grow as an educator and person.	Any staff member that is willing to share educational opportunities	Wednesdays after school, space to meet	4 times per school year	Teachers participated in multiple edcamps: Bal-A-Viz X, Technology, Dr. Navsaria Pediatrician on Reading and stressor, Kindergarten Writing, Social Studies Standards,
Implement <b>SMART Movement</b> which supports brain research, increased engagement in learning,	Kindergarten staff 2nd grade staff, Woolley and Lawrence	Continued training, mentoring through Michelle Powell (SB teacher)	Daily for 20 - 30 minutes	Our occupational therapist pushed in to the specified

practice with coordination, large motor skills, fine motor skills, realigning parts of the brain, variation in classroom experiences And pilot Bal-a-vis-X in grades 2, 3 (1 classroom) and 4 (1 classroom)	Connie Wall (OT)			classrooms once a cycle. We also had an Ed-camp for teachers who wanted to learn more about Smart Movements.
<b>Benchmark meetings</b> with teachers to determine students that are in need of further academic support - T2 and T3 interventions	Title, ELL, Classroom Teachers	Sub for Title/ELL staff, Collaborative time which rotates During classroom teachers preps	2 times per year following STAR Benchmark Assessment periods, Fall and January	Title/ELL staff met informally with classroom teachers regarding assessments to form groups in an ongoing basis to support flexible and fluid groups. .
Monthly <b>SMT meetings</b> to identify students in need of T3 interventions and document in Skyward	Lisa Molland, Title I, ELL, Classroom Teachers	Sub for Title I/ELL, Classroom Teachers (Rotating sub)	Monthly or as needed	Our school psych set up monthly meetings with all teachers involved with the student in need of help.
Teachers identify students in need of a <b>Standard C</b> and document in Skyward	Classroom Teachers	Time to document into Skyward, Parent letter to send home	Due by October 30th	Yes, this was completed in the beginning of the year.
Grade level teachers and support staff work to ensure that all students are <b>Assessment Capable Learners</b> understanding where they are at in relationship to the benchmark, tracking the progress they are making and creating individual action plans. Sharing results at fall (comparison	Grade level teachers, Support specialists, SPED teachers	Access to STAR, DRA2, MBA, Student data folders/notebooks Student charting Classroom teachers have options regarding ways for students to track their data	*Ongoing with students - especially at key benchmarking times * Weekly to monthly sharing progress monitoring data based on strategic or intensive PM * With parents at fall and spring PT conferences	Teachers are working to implement data binders or notebooks to track student progress and make students aware and celebrate their progress.

to previous spring) and spring conferences (growth) and making summer plans.				
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Notes: \*\*\*\* Make copies of this section as needed for other building goals

### 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					
2016-2017					
2017-2018	Participate in and Implement Responsive Classroom training for whole school	Trauma Sensitive Schools Training with Nicole Milliren, focus on TIC survey results and gaps	Initial Zones of Regulation Implementation in all classrooms. School-wide use of language and strategies		
2018-2019	Continue with Trauma Sensitive Schools Training with Nicole Milliren. Also held an 8 week Trauma Informed Parenting Class at	Utilize more push-in services (Title, EL and SPED) to support our equity work and not marginalizing students.	Focused as a school on Social and Emotional Learning. SEL Leadership Team attended multiple training and planning sessions at	Implemented Pyramid Model for grades PK-1. All TAs were also trained through the school year at early releases.	

	Spence in partnership with the County.		CESA.		
2020-2021					
2021-2022					

## Appendix A- Title I Schoolwide Plan Information:

### 1. Comprehensive Needs Assessment:

#### BUILDING LEVEL NEEDS ASSESSMENT PROCESS FY 2018-19

**Name of School: Spence Elementary**  
**Grade Levels Served at this School Grades 1-5**

#### 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.

- \*DRA assessments in spring in Kindergarten
- \*DRA assessments in fall and spring for grade 1
- \*DRA assessments fall, winter & spring for students in grades 2-5 who score at the intervention or below in STAR.
- \*DRA2 Progress Monitoring Leveled Passages as needed
- \*PLC meetings with grade levels
- \*STAR Benchmarks 3 times a year in grades 2-5 in reading and math
- \*STAR Benchmarks in the spring for grade 1 in Math

\*Positive Behavioral Intervention Support

\*Purposeful Planning ½ day meetings for grade level classroom teachers and Literacy Coach

**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?**

**District**

\*Forward Exam for grades 3-5

\*Writing Prompt - grades 1-5

\*DRA II grades 1- Spring

\*DRA II other grades 2-5 only if student scores in the urgent intervention or intervention areas on STAR Benchmark screener

\*STAR for grades 2-5 3 X year

\*PBIS

\*LLI Benchmark Assessments for Intervention students

\* DRA2 Leveled Passages for progress monitoring

**Schools**

**Other**

**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?**

\*Leadership Committee

\*SMT Committee

\*SEL Committee

\*Parent/Pupil Conferences

\*Notes from teachers to parents

\*Spence Facebook Page

\*Monthly school newsletter (on line)

\*Staff Meetings

\*District Data Retreat

\*School Reading Night

\*Presented Title I components to PTO Parents

\*Weekly PLC Nights

\*Parent Nights - SEL Trauma Informed with County Resources

- \*Facebook Post Updates
- \*PTO

#### **4. What are the priority student achievement needs identified through the needs assessment process that will be receiving a major focus during school year 2018-19?**

- \*Continue focus of PreK-5 Parent involvement through a scheduled Title I evening programs
- \*Continue Tier 2 and Tier 3 for grades 1-5 Reading/Math
- \*Continue collaboration of Title I/ELL/LD staff
- \*Sunday System
- \*Sound Partners
- \*Title I Push in for grades 1 and 2
- \*Embedded weekly planning time with grade 1 & 2 teachers during their prep time

#### **2. Schoolwide Reform Strategies**

[https://docs.google.com/document/d/1AsP0PD7mW\\_B-jpGvTYZv6Kd9NuHs6Qaz4TX57IF42Cw/edit](https://docs.google.com/document/d/1AsP0PD7mW_B-jpGvTYZv6Kd9NuHs6Qaz4TX57IF42Cw/edit)

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**

Included in Fall 2018 Spence Newsletter:

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 Shelley Shirel, Principal of Spence Elementary at 608-789-7773.

#### **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.

Several Spence staff participated in state and district level Social and Emotional Learning training and implemented various strategies identified as part of the ES3 Grant. In addition our Trauma Informed Care education continued this year with Nicole Milliren at several staff meetings and with direct one to one consult as needed. Collaborative efforts between Spence and staff at Southern Bluff also continued this year with two ½ day in services. Grade level teachers also met 3-4 times a year for half a day to work with the Instructional Coach on strengthening our universal curriculum and utilizing instructional best 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:**

On November 15<sup>th</sup> our family literacy night featured performer Bob Kann. Bob's presentation was a mixture of storytelling, magic and juggling to educate and allow families to laugh and play together. A light dinner was served prior to the presentation and all children who attended received a new book to add to their home library. Approximately 200 adults and children were in attendance. This was a coordinated effort between Title I and the ES3 Grant.

The total cost of our Literacy night included an all school day time performance as well as an evening performance by Author and Storyteller, Dr. Bob Kann. Approximately \$1,600 was budgeted and spent on this event which also included food and books.

### **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 [Spence 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. In addition Purposeful Planning meetings between grade level staff and our district literacy coach were held 3 times this year.

## **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. In addition Spence is working to build capacity in the area of social and emotional learning with a team of teachers meeting regularly and attending workshops at CESA 4.

## **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.

We currently have two full time 317 certified reading specialists at Spence Elementary.

