

Title I Schoolwide Comprehensive Plan



**Shullsburg Elementary School
Department of Pupil Services
2018-2021**

Background and Goal:

A Title I Schoolwide program is a comprehensive reform strategy design to upgrade the entire educational program in a Title I school with 40 percent poverty or more. It allows the school to address the educational needs of all children so every student achieves high levels of academic proficiency. Schoolwide programs allow staff in schools to redesign their entire educational program to serve all students.

The emphasis in Schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal.

Legal Requirements: Section 1114 of Title I, Part A of the Every Student Succeeds Act.

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The Title 1 program in the Shullsburg Elementary School is updating its three year schoolwide plan through a yearlong planning process. This year the Title 1 committee met to address the required elements of the Title 1 plan and to develop goals and strategies for the 2018-2021 Schoolwide project. Title 1 funds will be used through a systematic schoolwide approach to address the schools entire education program and address the needs of all students.

Title 1 Schoolwide Committee:

Mark Lierman, Principal

Dana Bendorf, Assistant Principal

Angela Klein, Director of Special Education and Pupil Services

Tammy Woodworth, Title 1 Coordinator/Reading Teacher

Jacinda Gunnell, Parent/School Board member

Lindsey Poppy, Parent/Classroom Teacher

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Part 1: Comprehensive Needs Assessment

A comprehensive needs assessment of the entire school that is based on information which includes (including all subgroups and taking into account the needs of migratory children as defined in section 1309(2). The comprehensive needs assessment is based on the information which includes the achievement of children in relations to the state academic content standards and state student academic achievement standards (particularly in reading, writing, and math) as described in section 1111(b)(1).

The purpose of the needs assessment is to establish priorities for action and inform decisions about allocations of resources (people, materials, time, and fiscal) and on where/how resources (including Title I) should be distributed and utilized in the Shullsburg Elementary School.

Student Demographics

Shullsburg Elementary School

	2016-2017	2015-2016	2014-2015
Total Enrollment	191	194	203
Students with a Disability	28	32	38
Students without a Disability	163	162	165
Economically Disadvantaged	108	101	108
Not Economically Disadvantaged	83	93	95
ELL/LEP	11	11	12
English Proficient	180	183	191
Gender Male	87	88	104
Gender Female	104	106	99
Ethnicity/Race White	170	166	174
Ethnicity/Race Hispanic	18	24	24
Ethnicity/Race Black	0	0	1
Ethnicity/Race Two or More	3	4	4

Attendance Rate - All students

2015-2016	2014-2015	2013-2014
97.2%	96.6%	96.8%

Forward Exam Results (state assessment)

English Language Arts 2016.2017

	Advanced	Proficient	Basic	Below Basic
All Students	7.7%	17.9%	46.2%	28.2%
Students with a Disability	0%	0%	50%	50%
Economically Disadvantaged	8.2%	32.9%	41.2%	17.6%
ELL/LEP	0%	0%	40%	60%

English Language Arts 2015.2016

	Advanced	Proficient	Basic	Below Basic
All Students	9.0%	38.2%	34.8%	16.9%
Students with a Disability	0%	20%	26.7%	46.7%
Economically Disadvantaged	9.1%	31.8%	20.5%	2.3%
ELL/LEP	0%	28.6%	42.9%	28.6%

Mathematics 2016.2017

	Advanced	Proficient	Basic	Below Basic
All Students	2.4%	42.4%	38.8%	16.5%
Students with a Disability	0%	20.0%	10.0%	70.0%
Economically Disadvantaged	0%	33.3%	38.5%	28.2%
ELL/LEP	0%	0%	66.7%	33.3%

Mathematics 2015.2016

	Advanced	Proficient	Basic	Below Basic
All Students	12.5%	43.2%	31.8%	12.5%
Students with a Disability	0%	35.7%	35.7%	28.6%
Economically Disadvantaged	9.3%	41.9%	37.2%	11.6%
ELL/LEP	0%	42.9%	28.6%	28.6%

Students at Shullsburg Elementary School are provided with a free breakfast each day. Shullsburg participates in the National School Lunch Program (NSLP) a federally assisted meal program. It provides nutritionally balanced, low-cost or free lunches to 51% of the elementary students.

In the spring of each year, a comprehensive needs assessment survey of students in grades Pre-K through 5 is completed by classroom teachers. The focus of this assessment is to identify the specific academic needs of students and groups of students who are not yet achieving the Common Core State Standards in literacy. Information is then compiled and shared with additional staff so that we can develop a plan to best meet the needs of those students.

Part 2: Schoolwide Reform Strategies

Schoolwide reform strategies must provide opportunities for all children to meet the state's proficient or advanced levels of student performance by using effective instructional strategies that are based on scientifically based research, strength the core academic program in the school, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum and meet the educational needs of historically underserved populations. The strategies must also include intervention activities that will be in place that will ensure that student who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely assistance.

- Multi-tiered Systems of Support including Response to Intervention and Positive Behavioral Intervention and Supports
- Implementation of the Daily 5 in grades K-5
- Balanced Literacy including small group guided workshops and literacy stations
- Differentiated Instruction
- Title I teacher
- Math Workshop model
- Xtra math
- Benchmark assessment 3x/year (fall/winter/spring) to monitor student growth over time
- Formative assessments
- Integration of technology
- Professional Learning Communities

Part 3: Instruction by highly qualified teachers

A schoolwide program must ensure instruction by highly qualified teachers and qualified paraprofessionals. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by sections 1119.

Highly qualified teachers (HQT) at Shullsburg Elementary School

Number of certified teachers	Number of HQT	Number of Non HQT
14	14	0

Teaching Experience at Shullsburg Elementary School

	0-2 years	3-5 years	6-10 years	11-15 years	16-20 years	21+ years
Number of certified teachers	0	6	2	0	1	5

Education - Degree at Shullsburg Elementary School

	BS	BS+8	BS+16	BS+24	MS	MS+8	MS+16	MS+24	National Board Certified
Number of certified teachers	2	0	3	5	1	0	2	0	0

The Shullsburg Elementary School consists of 11 full-time teachers. Additional staff include 1 Principal, 1 Assistant Principal, 1 Director of Special Education and Pupil Services, 1 Guidance Counselor, 2 Special Education Teachers, 1 Speech Language Pathologist, 1 Reading Teacher, 1 Library Media Specialist, and 5 part-time special education assistants.

Part 4: High-quality and ongoing professional development

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

The yearly professional development plan is constructed each year by the administrative team. The administration teacher considers all district or state initiatives that may require additional training. These currently include training about professional learning communities including how to identify what students need to know (Common Core State Standards), data driven decision making, formative assessments, differentiated instruction, and co-teaching service models. The district has also continued to provide professional development regarding disciplinary literacy and balanced literacy programming.

The district calendar provides for both early release days and full professional development days. In addition to the district professional development, teachers are provided release time for professional development opportunities outside of the district.

The school schedule provides a weekly team time (PLC) where teachers can collaborate to analyze student data, identify struggling (or excelling) learners, and plan collaborative interventions and strategies.

School Year	Professional Development
2018-2019	Co-Teaching and Co-Planning, Standards Based Grading, Guided Reading Workshop Models, Professional Learning Communities
2019-2020	Co-Teaching and Co-Planning, Guided Reading Workshop Models, Professional Learning Communities
2020-2021	Co-Teaching and Co-Planning, Guided Reading Workshop Models, Professional Learning Communities

Part 5: Strategies to attract high-quality and highly qualified teachers

The schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers. These may include partnerships with institutions of higher education and neighboring school district. It should also describe the teacher support system of the school including specific details about mentoring, collaborative teams, inclusion in decision making, and encouragement to continue higher education or pursue National Board Certification.

Turnover rates Shullsburg Elementary School

	Number of returning teachers	Number of New Teachers	Percentage of Turnover
2015-2016	14	2	12.5%
2016-2017	15	1	6.2%
2017-2018	14	0	0%

The salaries and benefits for Shullsburg Elementary School are commensurate with local labor force and are reviewed annually by the Shullsburg School Board of Education.

When positions open up within the Shullsburg School Elementary School the district recruits candidates using Wisconsin Education Career Access Network (WECAN) and, with board approval, in the local newspaper. The district has also established a relationship with the University of Wisconsin-Platteville, a local accredited university with a Education program. Applicants who are licensed in their area of teaching are given priority in the application and hiring process.

All special education assistants (SEA’s) are required to be licensed by the state.

Part 6: Strategies to increase parental involvement

Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement, such as family literacy services. Therefore, it is important that schoolwide plans contain strategies to involve parents, especially in helping their children do well in school. In addition, parents must be involved in the planning, implementation, and evaluation of the schoolwide program. Title 1 schoolwide schools must have parent involvement policies and plans as required under section 1118 for all Title 1 schools. In addition, the plan must describe how the school will provide individual student assessment results, including the interpretation of those results, to the parents of a child who participates in the assessment.

Scores from district assessments and state assessments are mailed home to parents as soon as the scores become available. Teachers use parent-teacher conferences as a way to explain the scores and answer any questions that the parent may have. The Wisconsin Department of Education provides information on the interpretation of the scores for the Wisconsin State Assessment System. This information and the link is shared with the parents.

Shullsburg Elementary School is continuously working to develop family engagement and parental involvement. Some of the current family engagement activities include:

- Partnership with the Shullsburg Public Library
- Parent Organization
- Parent volunteer opportunities
- Family Nights to support literacy and mathematics
- WSPEI Parent Liaison
- Communication through social media, newsletters, personal contact, apps
- Grandparents Day
- Science Fair
- Holiday Readers
- Senior Citizens Banquet
- Veteran's Day Program
- Mother's Day Breakfast

A focus of our Title 1 program is to increase parent involvement and knowledge of the Title 1 program. Yearly we host a Title 1 meeting during our school's open house, have two family reading nights, and the Title 1 coordinator presents to our school's PTA about the importance of parent involvement in our schools.

To help keep parents informed of their child's progress, quarterly progress reports are sent home and Student Success Team Meetings are held to ensure we are meeting the needs of students. The Title 1 program also sends home summer literacy packs and offers a two week summer reading program to all Title 1 students. By working together, students, parents and teachers will see more success.

Part 7: Transition from early childhood programs to local elementary schoolwide programs

Schoolwide programs are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. This should include a coherent and seamless transition for preschool students (including Head Start) into the school program in an elementary or K-12 school and coordination with other federal, state, and local programs.

Shullsburg Elementary School receives students from Head Start, the district run 4K program, and privately owned preschools. Multiple times per year the district offers play sessions for 2 and 3 year old students as part of the district's child find activities. Students who are four also attend a 4K screening and registration event in the spring which allows them to experience what their 4K program will be like the following fall. This screening is held in collaboration with community partnerships including the Health Department and Head Start. It includes a hearing and vision screening. 4K registration continues from the screening date (typically March) until the first day of school in September. Parents are provided with copies of paperwork and are able to receive assistance with completing paper and electronic registration by staff in the main school office at any time.

The Shullsburg Elementary School is housed in a single building within a single shared hallway. As part of the transition between grades the district host an Open House in late August. This provides the students with the opportunity to meet their new teacher and parents to make an early contact with the teaching staff.

When students transition from the Elementary School to the Junior High School (Grade 5 to Grade 6) students participate in a transition activity where they shadow a junior high school for part of the school day. The transition to Junior High is easy for many students because of shared specialists (e.g. music, band, PE, art, computers) within the district and a single 4K-12 school building.

Part 8: Use of academic assessments in order to improve achievement

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

Our professional learning communities (Team Time) have been working to create common formative assessments that assess specific learning targets that have been identified within each grade level. These CFA's are one tool that our teachers use to know if students have mastered the learning target (big idea #2 of PLC work). The results of these of these formative assessments then drive our instructional practices (what will we do if they don't, how can we enrich those who do).

Shullsburg Elementary School has implemented a district screener of reading readiness for grades 4K-2. Wisconsin Statute 118.016 requires each pupil enrolled in 4-year-old kindergarten to 2nd grade in a school district be annually assessed for reading readiness. The assessment evaluates whether a pupil possesses phonemic awareness and letter sound knowledge. Results are analyzed and used to plan appropriate interventions for students who may be at risk for reading difficulties.

Shullsburg Elementary School has implemented a district assessment for reading, math, and language arts (Measure of Academic Progress) for grades 3-5. Ongoing professional development is provided during inservice and PLC team time so that teachers are using the data to create intervention groups based upon student needs and lagging skills.

Shullsburg Elementary School utilizes the Fountas and Pinnell Benchmark Assessment System in grades 1-5 to provide a tool to assess specific reading behaviors. Results are used to recommend a placement level for instruction, create the formation of reading groups, and identify students who need intervention and extra help. The Fountas and Pinnell Benchmark Assessment allows teachers to documents student progress over time through one-to-one formative and summative assessments. Results are analyzed and used to plan appropriate interventions for students who are at risk for reading difficulties.

Part 9: Timely, effective assistance and interventions

The schoolwide program must ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by 1111 (b)(1) shall be provided with effective, timely additional assistance which shall measure to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective strategies.

All students in the Shullsburg School district are taught in Tier 1 using high-quality, scientifically research based classroom curriculum. Ongoing student assessment through the use of universal screening and progress monitoring is used to gather information about the student's personal rate of progress over time. This is also used as a comparison to same aged peers. Information from these screenings show which students need to be monitored closely and those that need intervention.

Students in grades 1 to 5 are assessed using the Fountas and Pinnell benchmarking system three times per year. Once reading levels have been identified, small groups are initiated and instruction will be based on individual student levels. Students are monitored in the core reading program with weekly oral reading fluency probes beginning during the second semester of first grade and continuing through fifth grade.

Students identified in Tier 2 receive targeted interventions using the LLI program. This is used to supplement the instruction provided in the classroom. Students progress is monitored including the rate and level of progression.

Students identified in Tier 3 receive targeted interventions using a program that meets his/her specific needs. Progress is monitored weekly, specific to the student's targeted learning need. This intervention is often individual and occurs outside of the general education environment. If this level of intervention does not remediate the student, the student is referred for a special education evaluation. Data from the interventions employed in tiers 2 and 3 are used as data in the evaluation process.

Classroom assessments

Grade	Ongoing Assessment or benchmark	Given
4K	PALS ESGI	3x/year ongoing
K	PALS ESGI AIMSWEB Early Numeracy	3x/year Ongoing 3x/year
1	PALS AIMSweb Early Numeracy/Mathematics MAP (spring benchmark only) F&P	3x/year 3x/year 3x/year 3x/year
2	PALS MAP F&P	3x/year 3x/year 3x/year
3	MAP F&P	3x/year 3x/year
4	MAP F&P	3x/year 3x/year
5	MAP F&P	3x/year 3x/year

Part 10: Coordination and integration of federal, state, and local services and program

Schoolwide programs are expected to coordinate and integrate federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Schoolwide plans must describe how Title I, Part A funds and funds from other sources will be used to carry out the components of the schoolwide plan, and must include a list and the amount of state, local, and other federal program funds that will be consolidated to support the schoolwide program. These funds may be used to support any activity of the schoolwide plan without regard to which program contributed the specific funds for a particular activity. The schoolwide plan must be comprehensive and include a description of all elements that will be supported through Title I, Part A and any other federal funds. Keep in mind that an LEA must ensure that a Title I school operating a schoolwide program must receive all the state and local funds it would have otherwise received to operate its educational program in the absence of Title I, Part A or other federal education funds (i.e., meet the supplement, not the supplant requirement). [Sections 1114 (a)(1) & 1114 (b)(2)(A)(ii), 34 CFR 200.27 and 200.29].*

Check if used	Program funds used to implement components of the schoolwide plan (check all that apply)
✓	Title I, Part A: Improving Basic Programs Operated by LEA
✓	Title II, Part A: Teacher and Principal Training and Recruiting Fund
	Title III, Part A: English Language Acquisition, Enhancement, and Academic Achievement
✓	IDEA
	Carl Perkins
✓	Achievement Gap Reduction Grant
✓	21st Century Grant
	Other:

Goals, Objectives, & Strategies to accomplish our task

Goal #1: We will increase the percentage of proficient or advanced students who are identified in special education, as an ELL/LEP, or as economically disadvantaged on the Wisconsin Forward Exam.

Objective 1a: We will develop a scope and sequence for reading & mathematics through vertical teaming in K-5 to assure that all students have systematic exposure to Common Core State Standards.

Date	Strategy	Resources	Responsible Party	Funding	Evidence Used to Evaluation
2017-2018	3-5 Mathematics	Curriculum Companion	3-5 teachers, administration	General funds	Artifact, PLC Minutes
2018-2019	K-2 Mathematics	Curriculum Companion	K-2 teachers, administration	General funds	Artifact, PLC Minutes
	3-5 Reading	Curriculum Companion	3-5 teachers, administration	General funds	Artifact, PLC Minutes
2019-2020	K-2 Reading	Curriculum Companion	K-2 teachers, administration	General funds	Artifact, PLC Minutes
2020-2021	Vertical Team: Gap Analysis	Curriculum Companion; Scope/Sequence Product	K-5 teachers, administration	General funds	Artifact, PLC Minutes

Objective 1b: Partnerships between special education and regular education staff will be developed through professional development and collaborative experiences.

Date	Strategy	Resources	Responsible Party	Funding	Evidence Used to Evaluation
2018-2019	Co-Teaching and Co-Planning Training (Special Education)	CESA 2 Professional Development	Special Education and Grades 1, 3, and 4	Fund 27	District budget & expenditures
2019-2020	Co-Teaching and Co-Planning Coaching (Special Education)	CESA 2 Professional Development	Special Education and Grades 1, 3, and 4	Fund 27	District budget & expenditures
	Title I PD Observations in Inclusive Schools (e.g. Platteville, Lancaster)	Collaboration with neighboring school	Title, 4K, K	Title I Funds	District budget & expenditures
2020-2021	Implementation Co-Teaching (Special Education)	Pupil Services and Title I Reading Specialist	Title, 4K, 5K	Fund 27	District budget & expenditures
	Co-Teaching Coaching (Title I)	CESA 3 Reading Specialist	Title, 4K, 5K	Title I Funds	District budget & expenditures

Review: The Schoolwide team will review the plan annually to look at data and determine if the plan is being implemented as intended, if students achievement is increasing, and provide recommendations for the future of the schoolwide program.

Approved by Committee: 04/25/2018

School Year	Date of Review	Recommendations or findings
2018-2019		
2019-2020		
2020-2021		