

Title 1 Schoolwide Plan

Needs Assessment- 10 Components

Grades 3-12

Prairie du Chien Area School District

Bluff View Intermediate

Title 1 Schoolwide Plan:
2024 - 2025 School Year

Component 1 | Needs Assessment- Elementary

*Strength: attendance 95%

Goals for 24-25:

1. Continue to strengthen Tier 1 -align instruction to a high quality curriculum (focus- Reading, SEL, Math)
2. Realign Tier 2 and Tier 3 (better match interventions to individual student needs/skills)
3. Continue to build the knowledge phase of our newly implemented curriculums
4. Continue to work on identifying individual student needs and aligning instruction & supports to match

2024-2025 Assessments:

- NWEA Map Growth Assessment Reading and Math- Fall/Winter/Spring
- Wit and Wisdom Reading Assessments & ACT 20 - Aimsweb (3rd Grade)
- I-Ready Math Curriculum Assessments
- Fastbridge Progress Monitoring 3-5 Interventions - Reading and Math
- Forward Test, DLM

Area of Growth:

Instruction: Extensive Wit & Wisdom training- continuing & I-Ready training, HD Word training, and Act 20 Training - new teachers and Administrator.

Component 1 | Needs Assessment- Middle School

	Assessment	Subjects	Who	When
Universal Screener	NWEA MAP Growth Assessment	Reading & Math (Language Optional)	All 6th, 7th, and 8th Graders	3 times per year: Fall, Winter, & Spring
Standardized Assessments	Wisconsin Forward or DLM	ELA & Math	All 6th, 7th, & 8th Graders	Annually, Spring
Standardized Assessments	Wisconsin Forward or DLM	Science & Social Studies	All 8th Graders	Annually, Spring
Curriculum Based Measures	Varies by classroom	ELA, Math, Science, & Social Studies	All 6th, 7th, & 8th Graders	Varies by classroom

We also have varying screeners, diagnostics, and progress monitoring we use when students are in need of additional supports and services in math, reading, and writing.

Our staff also use their classroom data to adapt their instruction to student needs and utilize WIN time for small group/individual reteaching.

Component 2 | **Schoolwide Reform Strategies- Elementary**

BV Elementary 2024-25 Curriculum

Tier 1:

Wit and Wisdom

HD Word (3rd) & Geodes, Sondag Phonics (4th- 5th)

I-Ready Math

Tier 2 & Tier 3: BV Elementary Reading & Math Interventions

Instructional and Intervention Changes/Strategies in 2024-25:

- Implemented Wit and Wisdom 3-6.
- Continue to increase progress monitoring- fastbridge, will add in Act 20 Aimsweb for 3rd grade
- Continue WIN time allowing time for reteach core subjects
- Implement I-Ready Math Grades 3-5 & diagnostics
- Designated SEL time daily, phonics time and math fact fluency

Component 2 | **Schoolwide Reform Strategies- Elementary Continue**

Staff implement research based literacy curriculums - **End Goal:**

- *High quality research-based curriculum
- *Explicit & systematic aligned to WI State Standards
- *Met or exceeded expectations on EdReports
- *Rich in focusing on building content knowledge through student interaction with text & by integrating standards
- *Routine checks for understanding & assessments were aligned to standards
- *Explicit instruction covers reading, writing, speaking, and listening
- *Universal design for all students- level the playing field
- *Intervention curriculum able to be paired with foundational curriculum

Staff access and implementation of math curriculums:

- *Grades 3-5 implementation of I-Ready Math curriculum

Component 2 | **Schoolwide Reform Strategies- Middle School**

To strengthen our core academic program, we altered our middle school schedule for the 2024 - 2025 School Year.

- **Math Implementation:**
 - Carnegie Math + MATHia - in alignment with the high school math programs
 - Single core math class for every student (changed from two the previous year)
 - Students who have been identified as needing additional support are scheduled in an additional math class (Tier 2 Intervention or Specially Designed Instruction (SDI) in Math)
- **ELA Changes:**
 - Continued core curriculum training on current and new staff
 - supplemental instruction in literacy
- **General Change:**
 - Homeroom with social instruction as part of Thriving Learning Communities
 - WIN time at the end of the day (What I Need) that allows for students to meet with teachers for additional support in all content areas

Component 3 | **Instruction by Highly Qualified Teachers- Elementary**

- *Licensed documentation on schoolwide plan (all staff to include support staff)
- K-5 Classroom teachers licensed
- Reading and Math Interventionists- licensed teachers, 2 interventionists: 1 interventionists is 316 licensed, 1 math interventionist is a licensed teacher

Component 3 | **Instruction by Highly Qualified Teachers- Middle School**

- Bluff View Middle School teachers are highly qualified as is evidenced by their licensure and continued professional development.
- Bluff View Middle School paraprofessionals are highly qualified as is evidenced by their licensure and continued professional development.
- Supports for new teachers:
 - New teacher orientation
 - New teacher meetings
 - Informal mentoring supports by experienced teachers

Component 4 | Attract and Retaining Highly Qualified Teachers- Elementary

- *Continuous professional development for all staff
- *Conquer staff turnover by exposure to PD and training for all staff
- *Continue to strengthen our training for support staff

Goal: To create a large number of highly knowledgeable staff to fulfill areas of need and/or mentor new hires.

Component 5 -Ongoing Professional Development

BV Elementary Professional Development

Component 4 | **Strategies to Attract Highly Qualified Teachers- Middle School**

Bluff View Middle School is home to many veteran teachers who are passionate about maintaining excellence in school and actively support each other and new staff members.

As a district, we post openings on WECAN and strive to keep our salary schedule competitive in an effort to attract teachers to our district and community.

Component 5 | **High Quality and Ongoing Professional Development-Middle School**

- Data review and analysis
- Educator Effectiveness
- Multi Level System of Supports for students
- NWEA Skills Pathways (incorporation of use)
- Intervention research and appropriate professional development
- Cooperative Math Instruction professional development as part of implementation of Carnegie Math
- Social, Emotional, Behavior, & Mental Health PD through Mayerson Academy as part of implementation of Thriving Learning Communities
- Trauma Informed Practices (district initiative)

Component 6 | **Strategies to Increase Parent Involvement- Elementary**

- Report cards sent home -new in 2024-25.
- School/family events (concerts, book fairs, family fun nights, dances, PT conferences, clubs, extra-curricular activities). 23-24 Guest Author night, and Gingerbread Night.
- Title I flyers created distributed (book fair, family fun night)
- Parent information sent regarding assessments, progress monitoring, interventions - Skyward, hard copies, parent meetings scheduled as needed
- PT Conferences- standards based grading info sent & discussed
- Family Fun Night- information given out, and will co-sponsor in the future
- Parents will be involved in the review of the school wide plan
- Intervention Parent Survey
- Parent information provided at school registration
- Freshman Orientation- Title meeting
- BAK/BV Title information shared at family fun night
- Parent, student, teacher compact - move to our all school registration
- Bluff View Facebook page

Component 6 | **Strategies to Increase Parent Involvement- Middle School**

- Open House with an informational session/presentation for families prior to the school year starting
- Parent-Teacher Organization Involvement and Events
- Volunteer Application available on WECAN
- Parent-Teacher Conferences
- Skylert Notifications
- Bluff View Student Handbook

Component 7 | **Transition strategies for Middle School**

- Orientation with all middle school students at Back to School Night
- 8th graders scheduling with the high school principal and assistant principal
- Students in our middle school accommodated learning class practiced hallways and lunch room environments

Component 8 -Including teachers in decision making in regarding to academic assessments - Elementary & Middle School

- Data driven discussions with interventionists, classroom teachers and administration
 - Review data from all assessments
 - Track student historical assessment data & review
 - Use data to identify student needs & align levels of support- staff led decisions
 - Use data to drive instruction
 - Grade levels decide on classroom assessments, and align them to instruction
 - Staff decides to either continue or switch interventions at data meetings
 - Staff involved in decision making regarding when to assess and what assessments to use

Component 9- Timely and Additional Assistance to Students Having Difficulty Mastering the Standards- Elementary & Middle School

The tools we use to evaluate our strategies implemented for the schoolwide program:

- Fastbridge progress monitoring- along with other screeners
- MAPS
- Classroom data to lead instruction, reteaching and overall student support
- Variety of assessments previously presented

Component 10 Coordination and Integration of Federal, State and Local Funds and Services

In order to best meet the needs of the PDC Schools, we use multiple federal, state and local resources. Utilization of resources is in compliance with federal requirements including:

Title 1 & Title 2: a portion of salaries and benefits = class size reduction

BAK: Reading Specialist

Bluff View Elem: 3rd grade teacher (50%) and an interventionist

Bluff View Middle School: Math teacher, and an ELA teacher

High School: Math teacher and an ELA teacher

Title 4: Fluctuates- annual projects = 22-23 Dell computers, intervention resources

Highlight 23-24: Funding set aside to promote family literacy through co-sponsoring family fun night with the PTO. Continue to host PK-8 book fairs. 24-25- staff salaries, student resources

Prairie du Chien High School

Title 1 Schoolwide Plan:
2024 - 2025 School Year

Component 1 | Needs Assessment

Goals for 24-25:

1. Strengthen Tier 1 Instruction
2. College, Career, Military Readiness
3. Increase staff and student awareness for school safety and security

2024-2025 Assessments:

- PSAT
- ACT
- Pre-ACT
- Civics Test
- ASVAB
- AP exams

Area of Growth:

Instruction: Standards Based instruction and assessments

SEL Training: Trauma Informed training and implemented SEL curriculum

Standard Response Protocols: Staff and students trained and practiced SRP

Component 2 | **Schoolwide Reform Strategies**

Instructional and Intervention Changes/Strategies in 2024-25:

- Academic standard posted in student friendly language
- Fundamental 5 implemented in all classes
 - Frame the Lesson
 - Teach from the Power Zone
 - Small group purposeful talk
 - Recognize and reinforce
 - Improve academic language
- Implemented an Character Education / SEL curriculum during ESR

Component 3 | **Instruction by Highly Qualified Teachers**

- All returning staff will maintain appropriate state licensing
- All incoming staff will acquire appropriate state licensing
- Continuing education opportunities through PLC and Professional Development
- Supports for new teachers:
 - New teacher orientation
 - New teacher meetings
 - Informal mentoring supports by experienced teachers

Component 4 | Attract and Retaining Highly Qualified Teachers

- *Continuous professional development for all staff
- *Conquer staff turnover by exposure to PD and training for all staff

Goal: To create a large number of highly knowledgeable staff to fulfill areas of need and/or mentor new hires.

Component 5 | **High Quality and Ongoing Professional Development**

- Data review and analysis through PLC
- Educator Effectiveness
- Multi Level System of Supports for students
- Intervention research and appropriate professional development
- Trauma Informed Practices (district initiative)

Component 6 | **Strategies to Increase Parent Involvement**

- 9th grade orientation - an informational session/presentation for families prior to the school year starting
- Volunteer Application available on WECAN
- Parent-Teacher Conferences
- Skylert Notifications
- PDC HS Student Handbook

Component 7- **Transition strategies for Kindergarten**

Component 8 -**Including teachers in decision making in regarding to academic assessments**

- Data driven discussions with classroom teachers and administration
 - *Review data from assessments
 - *Track student historical assessment data & review
 - *Use data to identify student needs & align levels of support- staff led decisions
 - *Use data to drive instruction
 - *Departments decide on classroom assessments, and align them to instruction

Component 9- Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

The tools we use to evaluate our strategies implemented for the schoolwide program:

- 140 minutes of Flex time for targeted instruction weekly

Area of growth: Continuing to align our interventions and instruction to match individual student needs.

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