

Rice Lake Area School District School-wide Title I Program 2020-2021 Plan
Qualifying School: Hilltop Elementary (Reviewed/Revised 1/25/21)

Goal: By the end of the 2020-21 school year, we will decrease the achievement gap between our lowest performing sub group (SWD, Economically Disadvantaged, ELL) and our highest performing subgroup (W) by 10% as measured by formative and summative assessments.

Strategy 1: Administer the FastBridge Screeners/Assessments to kindergarten – fourth students 3 times per year and collaboratively conduct data analyses of student data to determine intervention needs.

Strategy 2: Administer diagnostic assessments 3 times per year as needed to determine specific skill deficits and intervention needs.

Strategy 3: Provide on-going professional development for teachers.

Strategy 4: All Title I teachers have an opportunity to participate in ongoing staff development through collaboration, in-house training, and attendance at local and state conferences and workshops.

Ten Criteria for School-wide Program

Criteria 1: A comprehensive needs assessment of the entire school (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the Wisconsin Academic Content Standards must occur.

- Data review meetings are conducted two to three times per year after the FastBridge screenings are completed.
- Formative assessment data is reviewed on a regular basis and interventions are adjusted as needed.
- Assessment data: Fastbridge Screeners and diagnostic assessments
- Poverty and demographic data
- Professional development needs

Criteria 2. School-wide reform strategies

a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement.

b. Use effective methods and instructional strategies based on scientific research that:

- **Strengthen the core academic program in the school.**
- **Increase the amount and quality of learning time, before-and after-school and summer programs opportunities, and a rich and accelerated curriculum.**
- **Include strategies for meeting the educational needs of historically underserved populations.**

c. Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the school-wide program. The services of such a program might include:

- **Counseling, pupil services, and mentoring services.**
- **College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.**
- **The integration of vocational and technical education programs.**

d. Address how the school will determine if such needs have been met.

e. Are consistent with the state plan and any local improvement plans.

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a.	<ul style="list-style-type: none"> All students will have access to a literacy-rich general education setting based on Wisconsin adopted state standards that includes individualized instruction, formative assessments, and benchmark assessments.
b.	<ul style="list-style-type: none"> Staff development is being provided to develop consistent literacy instruction. Continue literacy interventions. All summer school courses include a reading and writing component. Offer reading/writing classes during summer school for grades one-four..
c.	<ul style="list-style-type: none"> After School Programming (Boys and Girls Club after school academic assistance) Students receive regular classes with the school counselor and availability to small groups. Mental health services are available and provided based on need.
d.	<ul style="list-style-type: none"> Building data reviews are held two to three times per year. Progress monitoring records are kept and reviewed on a regular basis. Review year end data including counseling records and PBIS data.
e.	<ul style="list-style-type: none"> District has implemented an RTI process. Title 1 goal is in line with the building goal and supports components of the district growth plan.

Criteria 3: Instruction by highly-qualified teachers.

- All elementary teachers meet the highly qualified standards as identified by DPI

Criteria 4: High-quality and on-going professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.

- All general education teachers have access to professional development in the science of reading.
- All general education teachers receive on-going professional development in the area of literacy using the Journeys resources and other appropriate professional development opportunities and resources.
- All interventionists have access to on-going professional development.
- All teachers: general, special education, and Title I receive on- going training in the administration of the assessments such as: FastBridge, Benchmark Assessment System, etc.
- All teachers: general, special education, and Title I will be provided with collaboration opportunities, by grade level weekly, by district monthly.
- Interventionists will provide on-going support to teachers using interventions.

Criteria 5: Strategies to attract highly-qualified teachers to high-need schools.

- Provide teacher mentors.
- Use WECAN, post externally with professional organizations.

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<ul style="list-style-type: none"> ● Provide two days of new teacher in-service.
<ul style="list-style-type: none"> ● New teachers receive ongoing support seminars.
<p>Criteria 6: Strategies to increase parental involvement through means such as family literacy services.</p>
<ul style="list-style-type: none"> ● Family Learning Night (Spring)
<ul style="list-style-type: none"> ● Family Learning Night (Fall)
<ul style="list-style-type: none"> ● Provide English support for ELL parents and provide staff development for parents to support academic success.
<ul style="list-style-type: none"> ● Progress reports
<ul style="list-style-type: none"> ● Parent involvement with reading and writing (home component)
<ul style="list-style-type: none"> ● Parents are invited to observe lessons to learn how to assist students at home
<ul style="list-style-type: none"> ● Parent teacher conferences
<ul style="list-style-type: none"> ● Monthly building newsletters online
<ul style="list-style-type: none"> ● Open house
<ul style="list-style-type: none"> ● Volunteer opportunities: classroom, field trips, etc.
<ul style="list-style-type: none"> ● Parent Group organization
<p>Criteria 7: Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a public school preschool program to local elementary school programs.</p>
<ul style="list-style-type: none"> ● Early Childhood, Head start teachers, PK teachers are trained in the district literacy system and provide ongoing professional development on literacy, math, and PBIS
<ul style="list-style-type: none"> ● Child Development Days
<ul style="list-style-type: none"> ● Conduct collaborative organizational meetings for all early childhood educators
<ul style="list-style-type: none"> ● Include Pre-K and early childhood students in all K-4 elementary events
<ul style="list-style-type: none"> ● Provide literacy information to parents of pre-school aged children that attend private day care
<p>Criteria 8: Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.</p>
<ul style="list-style-type: none"> ● Conduct building level data reviews two to three times per year
<ul style="list-style-type: none"> ● Reading interventions support what is being taught in the general education settings

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- Benchmark assessments align with general education literacy framework

9. Effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance of interventions.

- A collaborative team reviews the benchmark results of the assessments.
- District has determined interventions and processes for accessing the interventions as part of the assessment process.
- Transition from assessment to intervention is seamless and procedures are in place and followed.
- Interventions are reviewed and monitored for progress in order to address the student's ongoing needs.

10. Coordination and integration of federal, state, and local resources, services and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- Title I initiatives are a part of a comprehensive school reform.
- Title II funds are allocated to support professional development initiatives.
- Coordinated Early Intervention Service funds are used to provide early intervention.
- Bilingual and ELL programs are integrated and support the language components of the framework.
- Multi-level system of support are used district wide.