

2024-2025 School-wide Title One Plan : Mead Elementary School, WRPS

Throughout this process, we invite you to use a multi-perspective lens around the following considerations:

- All Students: English Learners (EL), students experiencing homelessness, GT

Component 1: Comprehensive Needs Assessment	Who was involved (stakeholders) in the needs assessment process?	<ul style="list-style-type: none"> ● Shared Leadership Team members ● Action Team members ● Pupil Services Team members ● Mead Staff ● Parent Survey
	When did the needs assessment take place, one time event, over time, etc.	<ul style="list-style-type: none"> ● Staff will assess needs throughout the 2024-2025 school year ● Parent/Family Data collected over time during 2024-2025 school year
	Have you reviewed the school/district Mission/Vision?	<ul style="list-style-type: none"> ● Yes Mission/Vision
	How was the comprehensive needs assessment conducted?	<ul style="list-style-type: none"> ● Ongoing review of behavioral and academic data from Fall 2024 - Spring 2025 to guide interventions ● Staff Needs Assessment collected at monthly staff meetings ● Parent surveys collected through Family Newsletters and in person at our Popsicles on the Playground
	<p>What were the results of the comprehensive needs assessment? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?</p> <p style="padding-left: 40px;">What are the GAPS that were uncovered by looking at the 4 types of data?</p> <p style="padding-left: 40px;">What are your areas of priority?</p>	<ul style="list-style-type: none"> ● In looking at Mead data, our largest academic achievement gaps are with EL students and Special Education students. These will be our areas of priority. In addition, we are focusing on the social/emotional health of our students. ● Attendance is also a key factor in academic achievement. Removing barriers to regular attendance could enhance student performance. ● Increased support in grades K-3 will also be a priority, as they will be the focus group of Act 20. ● We will continue to strengthen our Tier II instruction in the classroom through district provided resources, as well as additional supplemental materials to help students meet grade level expectations

	<p>How are the school goals connected to priority needs and the needs assessment? It should be clear that a detailed analysis of multiple types of data was conducted to select the goals.</p>	<ul style="list-style-type: none"> ● School goals/needs are determined in a variety of ways. First, the Shared Leadership team reviews building-wide data monthly to monitor the progress of our students on a larger scale. Furthermore, during our dedicated Monday Collaboration time, grade level teams, interventionists and other teacher teams, directly examine grade level specific data to determine student needs, adjustments to instruction/instructional groups, or address any other needs to ensure our students are succeeding. Representatives from these collaborative teams share their work at our monthly Shared Leadership meetings. This work concludes at a spring data retreat where our current goals are reviewed and new goals are written. <ul style="list-style-type: none"> ○ Social-Emotional Learning is the foundation for Academic learning and is an essential link to this plan. ○ Parent engagement/input is also considered when determining building/student needs.
	<p>How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged? How is the school addressing ALL students within the objectives, strategies and activities of the goals, and how is the school going to address those students who are farthest from the standards?</p>	<ul style="list-style-type: none"> ● The nature of the plan provides both for intervention and enrichment, thus meeting the needs of all students. The plan addresses the need for maximizing Tier 3 interventions while also increasing and strengthening Tier 2 and Tier 1 through co-teaching where this is possible. ● Our building consists of four special education teachers with a varied amount of paraprofessional support who emphasize the importance of inclusion in their least restrictive environment.
	<p>What is the teacher turnover rate for each school over time?</p>	<ul style="list-style-type: none"> ● The teacher turnover rate over time varies. The rate is impacted by retirement, transfer and reassignment of teachers to other positions (interventionist, administration, etc.) ● There was 0% turnover in classroom teachers between the 2023-2024 school year and the 2024-2025 school year.

	How do the poverty rates compare for each school?	<ul style="list-style-type: none"> • Mead's poverty rate is 88% compared to the district average of 54%.
	How does the LEA oversee each school's schoolwide plan implementation and annual review?	<ul style="list-style-type: none"> • Schoolwide planning Timeline: District Level Meetings • The Director of Curriculum oversees the plan in collaboration with the Elementary Literacy Supervisor.
Component 2: Schoolwide Reform Strategies	What are the methods used in each school to strengthen the core academic program, as well as to increase the amount and quality of learning time?	<ul style="list-style-type: none"> • Mead has weekly data reviews with grade level teams during dedicated collaboration time, as well as teacher-led action teams, that oversee the academic data and plan for strategies for improvement. • The Shared Leadership Team assists with decisions to enhance the PLC process. • Staff will be provided with various training opportunities, including peer observations, in and out of district trainings, etc.
	Describe strategies for meeting the educational needs of students who are failing or who are most at risk of failing the state's challenging academic achievement standards	<ul style="list-style-type: none"> • Teachers meet weekly to collaborate on academic data and make plans to address students who are lagging in skills. If further intervention is warranted, the student may be referred for a Tier 2 intervention. Reading and Math interventionists provided individual, small group, and collaborative intervention where appropriate.
Component 3: Instruction by Highly Qualified Staff	Do all of your paraprofessionals meet the ESSA requirements for highly qualified professional staff? If not, how will they achieve them?	<ul style="list-style-type: none"> • Yes, all of our paraprofessional staff meet the requirements. • All our paraprofessionals will have additional training/PD opportunities through our Monday late start time to ensure they are able to best meet the needs of our students.
	Do all of the teachers on your staff meet the ESSA requirements for highly qualified professional staff?	<ul style="list-style-type: none"> • All professional staff employed by the Wisconsin Rapids Public Schools District meets the requirements of "highly qualified" teachers under ESSA.
Component 4: Strategies to Attract Highly Qualified Teachers	What specific initiatives has your school implemented to attract high quality teachers?	<ul style="list-style-type: none"> • The Wisconsin Rapids Public Schools District uses a variety of strategies to attract highly qualified staff. When staff openings occur, principals and program coordinators use a thorough recruitment, interview and

		<p>background process to assure quality candidates are selected for positions.</p> <ul style="list-style-type: none"> ● Mead also encourages and supports attracting student teachers as a natural training ground for future employment.
	<p>What specific initiatives has your school implemented to retain and sustain the level of high quality teachers?</p>	<ul style="list-style-type: none"> ● The District offers a quality mentoring program to support teachers within their first three years in the District. During the first year, monthly Initial Educator sessions are held on various topics to provide information and support to new staff. ● Wisconsin Rapids Public Schools District encourages professional development and a culture of professional learning exists within the District. Numerous professional development opportunities are provided for all staff and professional growth is encouraged among all staff. ● Mead's effort to retain highly qualified teachers includes empowering teachers to have a voice in their school. The inherent teacher-leadership models help to increase the dedication and involvement in the school process. ● Interventionists co-teach and/or collaborate with new classroom teachers and/or in classrooms with higher Tier 2 learning needs.
	<p>What information can you gather in regards to staff perception of your school?</p>	<ul style="list-style-type: none"> ● Exit tickets after monthly staff meetings ● End of Year survey sent out to all staff ● Staff Concern Form
	<p>What types of policies would be effective for addressing the shortage while also maintaining or improving teacher quality?</p>	<ul style="list-style-type: none"> ● Recruiting student teachers and interns through partnerships with university career services ● 3-year Mentor/New Teacher program ● Training and professional development opportunities
	<p>What policies and practices might reduce teacher turnover?</p>	<ul style="list-style-type: none"> ● 3-year Mentor/New Teacher program ● Professional development opportunities ● Teacher Compensation Plan ● Professional Development days at the district level ● CII process

		<ul style="list-style-type: none"> ● PLC models
<p>Component 5: High Quality and Ongoing Professional Development</p>	<p>Describe the professional development/learning that the staff will receive that is aligned with the comprehensive needs assessment and the goals of the school improvement plan. Consider what you are including in the ACTIVITIES of your goals. Pay close attention to the issue of P.D. being “ALIGNED” to the Comprehensive Needs Assessment</p>	<p><u>2024-2025- Mead Building Goals</u></p>
	<p>Describe how this professional development is “sustained and ongoing.” To illustrate this, describe the P.D. that will be continued from one year to the next and the P.D. that will cycle. Describe the P.D. that is carried on over the course of the year on a given initiative. The point is that “one shot workshops” is not considered “sustained and ongoing.” Don’t overlook coaching and other forms of embedded P.D.</p>	<ul style="list-style-type: none"> ● Mead’s professional development is sustained and ongoing in the following ways: <ul style="list-style-type: none"> ○ Action Teams ○ Monthly Staff Meetings ○ District/Building DEU offerings ○ District/Building PD Days ○ Out of district staff trainings/PD ○ Student Engagement Facilitator collaboration with grade level teams ○ Peer Observations ○ Educator Effectiveness
	<p>Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).</p>	<ul style="list-style-type: none"> ● Mead’s professional development is carried out in the following ways: <ul style="list-style-type: none"> ○ Action Teams ○ Monthly Staff Meetings ○ District/Building DEU offerings ○ District/Building PD Days ○ Out of district staff trainings/PD ○ Student Engagement Facilitator collaboration with grade level teams ○ Peer Observations ○ Educator Effectiveness
<p>Component 6: Strategies to Increase Parental Involvement</p> <ul style="list-style-type: none"> ● <u>Sample</u> 	<p>Describe how parents are (will be) involved in the <u>design</u> of the schoolwide plan. How did parents have a VOICE in the schoolwide plan? Have you included parents in other areas regarding “stakeholders”?</p>	<ul style="list-style-type: none"> ● The Title I team created parent surveys that were sent to parents to gather input on needs in the building. The team recognized that digital surveys sent out in past school years did not collect much feedback. As a result, the team moved to a paper form that was collected at a

<p><u>School</u></p>		<p>Family Engagement night, which quadrupled the amount of feedback collected.</p> <ul style="list-style-type: none"> • The Mead PTC also has been included in gathering input for the design of the school-wide plan for Mead. The Mead PTC has also been collecting feedback from parents at their family engagement events and reporting those results to Mead Staff at their PTC meetings.
	<p>Describe how parents are (will be) involved in the implementation of the schoolwide plan. Consider the 10 Schoolwide Components and the role the parents COULD play in each one.</p> <p>In what way can parents help you to carry out the schoolwide plan?</p>	<ul style="list-style-type: none"> • Parents will be involved to support the schoolwide plan with daily two-way communication with the Home and Back Folders and through ParentSquare. • Family Nights will be opportunities for engaging families and building relationships with the intent to increase student success. • Home visits will be incorporated to reach out to the hard-to-connect parents. • Parents will have an ongoing voice through the PTC and Shared Leadership roles to support the implementation of the schoolwide plan.
	<p>Describe how parents are (will be) involved in the evaluation of the schoolwide plan. Be consistent with other areas where you discuss parents as stakeholders in the evaluation of the plan and SW program.</p> <p>Are the parents satisfied with what has been offered to them?</p> <p>How will their input be used to improve the schoolwide program?</p> <p>Share the COLLABORATIVE development of the compact (parent and staff).</p>	<ul style="list-style-type: none"> • Evaluation data will be gathered through Family Nights, Conferences, PTC meetings and surveys. The process will be dynamic in that it will be brought back to the Shared Leadership Team and considered for input into changes as we proceed with the plan.
	<p>Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)? Yes or No. If NO, explain WHY.</p> <p>Include a copy of the school level parent involvement plan</p>	<ul style="list-style-type: none"> • Yes <ul style="list-style-type: none"> ○ Mead Parent Engagement Policy ○ 2024-25 Mead Compact ○ Mead Shared Leadership will explore the possibility of a Fall Family Engagement/Education night to connect with families and inform them of our policies/expectations/procedures.

	<p>Describe how the school is carrying out the activities for building capacity for involvement—describe HOW each of these is taking place:</p> <ol style="list-style-type: none"> 1. Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child’s progress and how to work with educators 2. Provide materials and training for parents 3. Training for school staff on the importance of parent involvement 4. Coordinate with parent involvement in other programs in the school 5. Provide information in a format that is understandable to parents 6. Provide other reasonable support as requested 	<ol style="list-style-type: none"> 1. Parent Teacher conferences, ParentSquare, and newsletters will be used to share information on standards and programming. <ol style="list-style-type: none"> a. Conferences will assist with sharing and monitoring student progress as well as Home and Back folders. 2. Materials and training for parents will be provided through recorded messages, the school website, and ParentSquare. 3. Training for school staff will take place during action team meetings, building PD days, and staff meetings. 4. PTC provides opportunities for parent input and involvement. 5. Use of local social media, ParentSquare, and digital newsletters in order to ensure more accessibility to our families.
	<p>Describe how you handle each of these parent groups: accessibility for disabled parents, LEP parents, parents of migratory children.</p>	<ul style="list-style-type: none"> ● Our EL teachers, special education teachers, and School Social Worker/Pupil Services team assist with removing barriers for families who are needing additional accessibility.
Component 7: Transition Strategies	<p>In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?</p>	<ul style="list-style-type: none"> ● Mead will host a “Movin’ On Up Night” for our upcoming kindergarten students and families. ● Free book giveaways at all Mead Family Engagement nights. ● Flyers for the District Birth to 3 Screeners are shared with families regularly through school newsletters, social media posts, and bulletin boards. ● Book swaps as an equitable alternative to Book Fairs.
	<p>What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?</p>	<ul style="list-style-type: none"> ● The district provides a 4 year old Kindergarten program that works to communicate with parents and model the appropriate readiness skills to prepare children for Kindergarten. ● The kindergarten team hosts a “Movin’ On Up Night” for future kindergarten parents to build connections and outline expectations/routines for when their children are enrolled at Mead.

<p>Component 8: Teacher Participation in Making Assessment Decisions</p>	<p>What tools does the school use to evaluate the efficacy of their strategies implemented for their schoolwide program?</p>	<ul style="list-style-type: none"> ● The action teams use a variety of data resources to measure the efficacy and success of the strategies implemented. The action teams meet several times throughout the year and include a cross-grade and discipline representation of staff.
	<p>How do teachers provide their input into the decisions regarding the use of school-based academic assessments?</p> <ul style="list-style-type: none"> ● How are assessments to be used selected? ● What decisions are made based on the assessments? ● How is assessment information shared? <p>How are teachers involved in student achievement data analysis?</p>	<ul style="list-style-type: none"> ● Classroom teachers meet during Monday collaboration each week to determine which assessments best measure the learning of their students. <ul style="list-style-type: none"> ○ They work collaboratively with the intervention and special education teachers to determine accessibility and appropriateness. ○ Adjustments to instruction or intervention are determined based on the results. ○ Assessment information is entered into shared google sheets or Educlimber for all staff and administration to view and use for instruction where appropriate.
<p>Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards</p>	<p>What tools does the school use to evaluate the efficacy of their strategies implemented for their schoolwide program?</p>	<ul style="list-style-type: none"> ● The school uses several systems to evaluate the efficacy of the programs. These include using the Action Teams to review implementation and results, Shared Leadership, regular RtI meetings, weekly Pupil Services Team meetings, Monday teacher collaboration and input to the PTC. ● A full-time behavior interventionist, as well as our comprehensive pupil services team, will support our multi-tiered system of support for behavior. ● When funding allows, we will also hire an additional instructional aide for our K-3 classrooms to support learning.
<p>Component 10: Coordination and Integration of Federal, State and Local Programs and Resources</p>		<p>The District's ESSA Consolidated Plan describes the actions and strategies for Title II and Title III.</p> <p>These federal funds, aligned to the goals/guidelines for the particular Title, are integrated to provide resources for District initiatives. When possible, more than one funding option is used to reach goals.</p>

		<p>Professional development opportunities occur with support from a variety of funding sources including local funds and Title II funds.</p>
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