

Title I Program Goals and Action Plan for the 2023-2024 School Year

The following goals and subsequent action steps are based on our district's strategic plan and our comprehensive needs assessment/root cause analysis data. All goals are aligned with our K-12 Strategic Plan. Please refer to section 1.1 for our district's strategic plan and root cause analysis data.

This plan will be monitored over the course of the school year by the appropriate committees: Rtl, PBIS, and Wellness. In addition, the administrative team will also review all data and progress for each initiative at weekly team meetings; administrative reports are shared at monthly board meetings and are shared on our school website for families and our community as a whole. In addition, data digs occur three times per year (after Universal Screening) to measure student growth, analyze trends, and readjust both universal and tiered supports. Results from these data digs are shared with all staff. A spring annual meeting is held each May to discuss our comprehensive needs assessment findings and goal set for the following year.

Program Goals & Action Plan (2023-2024): The School District of Bayfield (All Four Schools)

Goal #1: Increase student attendance district-wide.

Work on multiple strategies to obtain 90% or higher attendance at each of our four schools.

Rationale: Our attendance data shows a trend in increased absences as students get older. The data also shows that fewer absences occur at the beginning of the week, schoolwide, with absenteeism increasing later in the week with Fridays showing the highest number of student absences two years in a row. For the purposes of our planning we looked at the past two years of data since the year prior we were remote and that year's data would be skewed.

Action Plan: Within our district, a group of teachers have come together to create an advocacy group to study our attendance issues and brainstorm possible solutions; this group is referred to as the ETaL group (Every Teacher a Leader). This group along with administrators, counselors, and our home school coordinator will continue to research strategies and find viable solutions to address the attendance issues and barriers that are impacting our students & families. We are also partnering with The Red Cliff Education Department to look at transportation, situational concerns impacting families, and socio-emotional barriers that might impede attendance. Our Pupil Service Teams for each school also look at specific student data and discuss strategies and outreach on a bi-weekly basis. Lastly, our PBIS committee looks at student data and focuses on sending positive messages and incentives that promote good attendance and help students recognize the importance of being present.

In addition to our ETaL, PST, and PBIS committees, we are also piloting DPI's *Engage* program which is an online platform geared at increasing student attendance and also offering students tutoring in specific identified academic areas in need of improvement. We are also piloting the *Lift Up* platform through Infinite Campus. This is an automated program that notifies families of their childrens'

attendance. The goal of this platform is to provide families with awareness of the trends in student attendance and offer an additional resource to help monitor student attendance. Lastly, our district's PBIS committee will continue with efforts to help increase student attendance and promote awareness around the importance of being present.

Goal 2: PLC Framework & Professional Development to Increase student-proficiency in ELA, writing, and math as evidenced by our Universal Screeners and State Testing.

The School District of Bayfield will continue to train staff to facilitate the PLC process for the purposes of academic, mental health, cultural, and college and career readiness initiatives. Staff will adhere to the four components of PLCs to conduct data driven meetings to strategize and plan. All initiatives detailed later in this document that address each of our specific schools will use this framework.

Rationale: Data from our district's MAP screener, the WI State Forward Exam, the Pre-ACT and the ACT all indicate that we need to evaluate our district's Universal instruction for ELA, writing, and math. All of these data sources show that we have a large percentage of students within each school and each grade level that are performing below proficiency.

Action Plan for Professional Development and Student Growth: In the summer of 2022 a group of teachers and administrators attended the PLC institute in Minneapolis, MN to receive training and begin PLC work at each of our school levels: elementary (including LaPointe), middle school, and high school. In the summer of 2023, more staff members attended the PLC institutes in Minneapolis MN and Madison WI. We will continue to send groups of teachers to this type of Professional Development until our district is in full-implementation with our PLC models. Currently, we have active PLCs in all of our schools and this is the model we use for committee work.

We continue to utilize staff and teacher leaders who attended PLC training to help facilitate these initiatives. We would like to move forward and start sub-committee PLCs to target specific populations of learners to both identify barriers and brainstorm possible solutions, i.e. we would like a sub-committee of PLC members to focus on our SPED population K-12.

We administer universal screeners for all of our K-12 students three times per year: fall, winter and spring. During the 2023-2024 school year, after each testing window we will have school level PLCs look at the data, evaluate trends, and share these findings with all stakeholders. This data will also drive our universal curriculum and help staff determine effective instructional delivery to ensure that students who are mastering concepts are receiving differentiated instruction to meet all learning styles within the regular curriculum. We will also work with our students on goal setting around these data sources. The MAP Growth screener is our universal testing tool for reading and math; this screener

was introduced to our district in the fall of 2022 so this is a relatively new assessment system which we will continue to educate and inform all of our stakeholders about.

Goal #3: Family Involvement and Family Engagement Activities & Opportunities.

The School District of Bayfield will work on ways to increase family engagement and family involvement opportunities.

Rationale: While the numbers of families in attendance continues to increase with each event we host, we want to continue to see an upward trend as families continue to actively participate in these after school events. The more we can include families as active participants in school-related events, the more they will feel vested and comfortable in our school community and their children's educational experiences.

Action Plan: In addition to our open house, family conferences (offered during both the evening and the day two times a year) Family nights with varied themes such as reading, math, and culture will occur throughout the year. Currently, we discussed having no fewer than four family nights during the course of the 2023-2024 school year. Family nights will center on academic and cultural activities. All K-12 staff are encouraged to be involved in activities. In addition, we want to continue to showcase student achievement at these events.

A community meal is slated to be provided at each event; in addition we will continue to collaborate with our partners within the Bayfield and Red Cliff communities to actively engage and bring speakers and pertinent community information to these events. We will continue to work on incentives to get more families involved (possible transportation, child care on sight, etc.)

Goal #4: Student & Staff Mental Health and Wellness

Reduce the number of students identified as needing intensive support on the B.E.S.T. screener, reduce the number of nurse visits for the categories of "headache" and "stomach ache", and improve overall staff satisfaction in the areas of general health and well-being on our staff surveys. We will also increase staff awareness of trauma and how to provide trauma-informed care by offering more professional development opportunities both in-house and through partnerships with community resources.

Rationale: Data from our B.E.S.T screener, as well as data from our nurse's office indicate we have a population of students within each school that need more comprehensive support for both physical and emotional needs.

Action Plan: Our Health & Wellness Committee includes our school counselors, nurse, food service director, home school coordinator, education & agriculture coordinator, school board members, pupil services director, school principals, our district administrator, LAUNCH grant tribal liaison, and school

social workers. This team will continue to work on activities to promote mental & physical health opportunities and resources for staff & students. Through a community health survey this team will look at possible activities for staff to provide generalized improved health and mindfulness. It is also through these surveys where we can measure growth in both our student and staff populations.

In addition, we will provide no fewer than two book studies open to all district staff that focus on trauma-informed care, intentional-neuroplasticity, and other brain-based initiatives and interventions to help assist our staff in promoting positive mental & physical health for themselves and the students that they are engaged with.

Program Goals & Action Plan (2023-2024): Bayfield Elementary School and LaPointe Elementary School

Goal #1 and Action Plan: K-5 90% Reading Goal (Year one of three)

All K-5 classroom teachers will use *The Daily 5/CAFE* model for their 90-minute uninterrupted ELA block. In addition, all K-5 classroom teachers will use the Jan Richardson model while providing guided reading instruction to all students within their class no fewer than three times per week.

***By the end of 2025-2026 school year no fewer than 90% of our elementary student population will be proficient in reading and reading comprehension.**

Action Plan: All K-5 teachers read Jan Richardson's *The Next Step Forward in Guided Reading* over summer break. K-5 staff will continue to meet throughout the course of the school year, including on K-5 professional development days that have been built into our calendar to continue to work on this initiative. In addition, grade level teams have been given common planning time during most days when students are at specials to work collaboratively. All K-5 teachers will use the guided reading lesson plan templates and adhere to the guarantees that we collectively developed regarding universal reading instruction and delivery. Mike Peterson (principal), Angela Botka (Reading Specialist), Clendon Gustafson (Reading Specialist) and Colleen Beagan (Curriculum and Instructional Coach) will provide continued support and training throughout the 2023-2024 school year.

Goal #2 and Action Plan: Pilot of Collective Classroom ELA series (grades 3-5) and SIPPs intervention program K-5.

Third through fifth grade teachers will use the 2023-2024 school year to pilot the Collective Classroom series within their classrooms with fidelity. In addition, all K-5 teachers including SPED staff and reading interventionists will deliver the SIPPs Intervention to targeted students to determine the validity of the intervention.

Action Plan: Over the course of the summer, 3rd through 5th grade teachers participated in online learning modules for the Collaborative Classroom series. In addition, K-5 teachers watched learning modules on the SIPP's reading intervention companion component to Collaborative classroom. Professional development was also provided during the 2023-2024 inservice. Additional professional development training with the vendor(s) is scheduled into our school year and teachers will work collaboratively as grade level teams as well as with Colleen Beagan to determine both of these programs' effectiveness. The district will tentatively make an ELA purchase at the end of the 2023-2024 school year for K-5.

Goal #3: Reading and/or math interventions will be provided to all students in need.

Action Plan: Our reading and math interventionists will work with K-5 staff to build a 30-minute intervention block into the schedules to provide Tier II and Tier III interventions to all students in need as determined by our district's universal screeners. All interventions will be consistently documented and teams will meet on a bi-weekly schedule to discuss student growth, strategies, and adjust the flexible groups.

Classroom teachers will receive professional development and resources regarding progress monitoring and differentiation within the classroom. In addition to targeted training and workshops, collaboration time needs to be built into the schedule to ensure that the needs of the students, as well as the needs of the teachers providing interventions are being met. All teachers will have access to the resource room and interventions housed there.

Program Goals & Action Plan (2023-2024): Bayfield Middle School

Goal #1: Students will improve their writing skills in each of the six conventions using the 6+1 writing rubrics.

Action Plan: All core teachers will use or district-created 6+1 traits writing rubrics to ensure consistency in grading our students' written abilities. Skills will continue to be taught and practiced in core classes and research projects in all classes will follow this framework. Using the PLC framework middle school staff will use some of their shared common planning time to work on this initiative; this is year two of our middle school's writing initiative. Staff PD will continue to be offered through the course of the year. The goal is that each student raises their mastery of each skill by one level on our district rubrics by the end of the 2023-2024 school year.

Goal #2: Provide students with math strategies and fluency facts so that they can successfully break apart and solve problems that require them to employ several strategies, i.e. fractions with multiplication.

Action Plan: MAP data and Forward Exam data show that many of our students need practice with automaticity, fact-fluency, and number sense. Data also reveals that students are struggling to apply the concepts that they are learning in class to transfer to their independent problem solving. The first hour of instruction each day has an additional 11 minutes built in to it so that students can work on Success Maker, an interactive online math tutorial. The middle school math teacher and math interventionist can then look at how students are progressing and determine if the students need additional math support and/or if the universal lessons need to be revisited or if specific concepts need to be retaught.

Program Goals & Action Plan (2023-2024): Bayfield High School

Goal #1: Provide students with multiple opportunities to explore post-secondary options, identify career options, and create a four-year plan to guide their high school experience.

Action Plan: We will work with CESA 12's college and career readiness consortium, Red Cliff's Workforce Development, Gear Up, WEOP, and a variety of local agencies (Division of Vocational Rehabilitation, Vocational Rehabilitation for Native Americans, Northwood Technical College, Bayfield Chamber of Commerce, etc.) to provide our students with opportunities and information to explore post-secondary education and employment opportunities. All freshmen will take a course called *School Connect* where they will explore career opportunities that match their interests and skills based on surveys and other resource tools. All students will complete Xello lessons at least four times a year to help guide them as they develop their college and career goals and prepare a four-year plan to support those goals. Students will also learn life skills such as time-management, scheduling, smart study habits, etc. In addition, the high school English teachers, who work with all of our high school students within the English classes, will continue to bring in speakers, partnering organizations, and outreach specialists for students to learn about possible careers and continuing education opportunities.

Goal #2: Continue to build capacity around the PLC process in high school to allow collaboration around academic/behavioral data and universal instruction.

Action Plan: Continue to provide opportunities in-house and with the PLC institute to help "singletons" work collaboratively as a high school team. In our high school we have one history teacher, one art teacher, etc. We want to train all staff so that we can talk about common goals and action plans for all of our students. As learning teams we will look at data and strategize best-practices for academic and socio-emotional learning at the high school team level.

**Goal #3: Increase students' math proficiency and math test taking strategies especially when encountering timed and high stakes testing (PreACT, ACT, college entrance exams, etc.)
Evidence of growth will be measured by looking at student MAP assessment data, ACT data, and PreACT.**

Action Plan: Middle and high school math teachers, along with our Academic Resource Coach will collaborate around approaches to teach students more specific test-taking strategies, how to break down and solve multi-step problems, and how to use time efficiently during testing. The team will work with our current schedule to determine where these academic opportunities fit best in the daily and weekly schedules.