

Hillcrest Primary & LEADS Charter
School Learning Plan
2019-2020

Comprehensive Needs Assessment Summary

School Profile/Demographics

Describe your school and community in which the school is located and share your school's mission/vision.

- Number of students enrolled
- % Economically Disadvantaged
- % Students w/Disabilities
- Racial diversity (American Indian, Hispanic, Two or More)

Hillcrest Primary School (4K-2) is a LEED Gold certified building serving the Shawano community of approximately 9,000 residents. It opened its doors in the 2010-2011 school year. It is an Achievement Gap Reduction (AGR) School. Because of this, our class sizes are in the 18-20 students range in Kindergarten through 2nd grade. Hillcrest's colors are red and black with a hawk for a mascot.

- **Mission:** We will meet the needs of the whole child so all children can learn at their highest level.
- 600+ students
- 65% Economically Disadvantaged
- 19.5% Students with Disabilities (Hillcrest)
- 12.9% Students with Disabilities (LEADS)
- 18% American Indian
- 6.5% Hispanic
- 10% Two or More

Description of the Process

Describe the process used to collect and analyze data and determine the highest priority needs.

Include the following:

- List of data sources reviewed (ex.)
 - Stakeholder data -educator's families, community, students
 - Student Achievement-demographic, achievement and growth, graduation rates
 - School data-resources, safety, climate, behavior
 - Educator data-effectiveness, retention

- Skyward Demographic Data
- EduClimber
- Weekly Attendance Meetings
- Attendance Spreadsheet to track and monitor the process
- Communication Log of Home visits and phone calls
- Staff data retreat
- Root cause analysis

<p>rates, areas of expertise and shortage, job satisfaction</p> <ul style="list-style-type: none"> • Explanation of how stakeholders were involved throughout the process • Root cause analysis 	
<p>Summary of Key Findings</p> <ul style="list-style-type: none"> • Include the key strengths • Include areas of need based on data gathered 	<p>Strengths:</p> <ul style="list-style-type: none"> • Daily attendance notification phone calls • Monthly perfect attendance postcards • Weekly class perfect attendance on electronic billboard • Monthly attendance data on counselor letters • Monthly SMORE with attendance data • Additional bus stops • Personal transportation if necessary • Home welfare visits • Alarm Clocks • Morning hygiene and laundry at school <p>Needs:</p> <ul style="list-style-type: none"> • Understanding of how sick is sick

GOALS

GOAL 1:	Reading
4K	75% of students will reach the 21 Letter ID (upper and lowercase letters) benchmark in reading on the Teacher's College Assessment by the end of the 2019-2020 school year.
K	67% of students will reach the benchmark of D (instructional) on the Fountas and Pinnell Benchmark Assessment by the end of the 2019 - 2020 school year.
1	66% of students will reach the benchmark of J (instructional) on the Fountas and Pinnell Benchmark Assessment by the end of the 2019 - 2020 school year.
2	75% of students will reach the benchmark of M (instructional) on the Fountas and Pinnell Benchmark Assessment by the end of the 2019 - 2020 school year.

GOAL 2:	Math
4K	70% of students will reach the benchmark of (Level 1) or higher on the Number Identification subtest of the Number Development Assessment by the end of the 2019-2020 school year.
K	70% of students will reach the benchmark of (Level 2) or higher on the summary score of the Number Development Assessment (Part I) by the end of the 2019-2020 school year.
1	50% of students will reach the benchmark of a Level 4 on the Fact Fluency Addition Assessment and 65% of students will reach the benchmark of a Level 3 on the Fact Fluency Subtraction Assessment by the end of the 2018-2019 school year.
2	60% of Grade 2 students will reach the benchmark of a Level 5 on the Fact Fluency Addition Assessment and 40% of Grade 2 students will reach the benchmark of a Level 5 on the Fact Fluency Subtraction Assessment by the end of the 2019-2020 school year.

GOAL 3:	Behavior
4K-2	By the end of the 2019-2020 school year, the number of BIFs by Males for <i>Physical Aggression/Physical Contact</i> (combined) will decrease by 10% in comparison to the 2018-2019 school year. (Combining Minor <i>Physical Aggression</i> and Major <i>Physical Contact</i> behaviors, there were 309 total BIFs documented in the 2018-2019 school year. Therefore, during the 2019-2020 school year, we will have 278 or less <i>Physical Aggression/Physical Contact</i> BIFs.)

GOAL 4:	Attendance
4K-2	By focusing on attendance, 90% of our students, K-2, will be in school 90% of the time during the 2019-2020 school year.

SMART Goal #1: 4K: 75% of students will reach the 21 Letter ID (upper and lowercase letters) benchmark in reading on the Teacher's College Assessment by the end of the 2019-2020 school year.

Baseline Data/Rationale (Why did you choose this goal?/connection to Needs Assessment):

In spring of 2019, grade levels analyzed the last 3 to 5 year's data and developed an overall average. Based on the needs of last year's population we created the goals to be rigorous, yet attainable.

4K- Spring Letter ID data average 75% met benchmark.

Progress Monitoring (How will you monitor progress towards meeting goal?): Teachers College Letter ID,

Sub-group consideration (are there any identified groups or significant gaps?): We didn't find any significant gaps to address.

Evidence Based Strategies to Meet Goal #1 (What activities/expectations will be put into place to support his goal?):

Evidence-based strategies* that will improve instruction for ALL children, strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum. Evidence-based strategies the school chose to improve student learning, with a focus on addressing the needs of those children who are most at risk.

Evidence Based Strategy	Timeframe	Staff/Students Involved	Evidence of Completion
Implement the Tools of the Mind Curriculum resources 4K - ELA Action Steps	2019-2020 school year	<ul style="list-style-type: none"> • 4K Students • 4K Classroom Teachers • Classroom Paraprofessionals • Speech & Language Pathologist • Occupational Therapist 	<ul style="list-style-type: none"> • Certificate of training • Classroom Observations • Collaborative Team Meeting Data and Notes PLC
Provide opportunities to increase family engagement.	2019-2020 school year	<ul style="list-style-type: none"> • Classroom teachers • Classroom Paraprofessionals 	<ul style="list-style-type: none"> • Newsletters • Family sign in sheets • S'more communication • Log of the opportunities provided

Professional Development for Goal#1:

Type of PD	When	Who	Cost/Funding Source
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Tools of the Mind	July 25th, July26th, October 18th, January 17th, April 3rd	classroom teachers, OT, SLP	\$3750 per classroom budgeted for
Dyslexia	August PD	Darla Brink	TBD

Parent Engagement Strategies For Goal #1:

Strategy	When	Cost/Funding Source
Create monthly message around the importance of talking and reading with your child. Link newsletters to School website.	Monthly	Free
Provide incentives (\$5 to use at Book Fairs) for Family involvement at School Family events.	Quarterly	\$5/participating child (family)/Area Businesses to support this or Meemic Foundation grant?
Invite parents in for observations	End of each Unit/Theme	Free

SMART Goal #2: 4K Math: 70% of students will reach the benchmark of (Level 1) or higher on the Number Identification subtest of the Number Development Assessment by the end of the 2019-2020 school year.

Baseline Data/Rationale (Why did you choose this goal?/connection to Needs Assessment):

- No consistent curriculum
- High class sizes
- Increase in student behaviors
- First full year serving a meal all year so less instructional time

Progress Monitoring (How will you monitor progress towards meeting goal?):

- NDA
[Hillcrest/LEADS Assessment Calendar](#)
- EE observations

Sub-group consideration (are there any identified groups or significant gaps?):

We didn't find any significant gaps to address.

Evidence Based Strategies to Meet Goal #2 (What activities/expectations will be put into place to support his goal?):

Evidence-based strategies* that will improve instruction for **ALL** children, strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum. Evidence-based strategies the school chose to improve student learning, with a focus on addressing the needs of those children who are most at risk.

Evidence Based Strategy	Timeframe	Staff/Students Involved	Evidence of Completion
Tools of the Mind training for all teachers and implementation for all 4K classrooms Action Steps	Classroom teachers	Year long	NDA data
Ongoing professional development	Classroom teachers	Year long	Certificate of completion
Continue grade level coaching support	Math Instructional coach What Can Coaches Do For You?	Year long	Scheduled appointments with coach

Professional Development for Goal#2:

Type of PD	When	Who	Cost/Funding Source
Tools of the Mind	July 25th, July26th, October 18th, January 17th, April 3rd	classroom teachers, OT, SLP, Support staff	\$3750 per classroom(2 teachers) budgeted

Parent Engagement Strategies For Goal #2:

Strategy	When	Cost/Funding Source
Provide parents with an overview of Tools of the Mind objects and continued support of how to work with their child	Beginning of the school year & monthly	Free
Create monthly message around the importance of talking and using number sense activities with your child. Link newsletters to School website.	Beginning of the school year & monthly	Free

Invite parents in for observations	End of each Unit/Theme	Free
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SMART Goal #1: K- 67% of students will reach the benchmark of D (instructional) on the Fountas and Pinnell Benchmark Assessment by the end of the 2019 - 2020 school year.

Baseline Data/Rationale (Why did you choose this goal?/connection to Needs Assessment):

In spring of 2019, grade levels analyzed the last 3 to 5 year's data and developed an overall average. Based on the needs of last year's population we created the goals to be rigorous, yet attainable.

K- Spring reading level average 61% met benchmark.

Progress Monitoring (How will you monitor progress towards meeting goal?):

- Teachers College Letter ID
- Teachers College Letter Sounds
- Fountas and Pinnell Reading Level Assessment
- Words their Way Primary Spelling Assessment
- District SNAP word assessment
- Fountas and Pinnell Rhyming Assessment
- Concepts of Print

Sub-group consideration (are there any identified groups or significant gaps?):We didn't find any significant gaps to address.

Evidence Based Strategies to Meet Goal #1 (What activities/expectations will be put into place to support his goal?):

Evidence-based strategies* that will improve instruction for **ALL** children, strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum. Evidence-based strategies the school chose to improve student learning, with a focus on addressing the needs of those children who are most at risk.

Evidence Based Strategy	Timeframe	Staff/Students Involved	Evidence of Completion
Provide Tiered interventions to fidelity	2019-2020 School Year	<ul style="list-style-type: none"> • Classroom teachers • Interventionists • Special Education Teachers 	<ul style="list-style-type: none"> • Rti Plan RTI Plan • Student Identification Criteria Kindergarten student data sheets • ELA Intervention Menu of Options

			Intervention Menu of Options
Implement Units of Study for Teaching Reading by Lucy Calkins to fidelity 5K - ELA Action Steps	2019-2020 School Year	Classroom Teachers	<ul style="list-style-type: none"> Classroom Observations Pacing Guide Kindergarten Pacing Guide Collaborative Team Meeting Data and Notes PLC's

Professional Development for Goal#1:

Type of PD	When	Who	Cost/Funding Source
How to integrate skills in ELA: (Shared Reading, Interactive Writing, R.W. W.W, Phonics, Science, S.E.L., Social Studies), possibly plan ahead with grade level teachers, coaches (weekly ahead of unit of study)	2019-2020 School Year	Kris Going & Heather Schmidt	Free
Shared Reading	2019-2020 School Year	Kris Going & Heather Schmidt	Free
Dyslexia	August PD	Darla Brink	TBD
Support New Teachers with Coaching Connection	2019-2020 School Year	Kris Going, Heather Schmidt, Kathy Moeller	Free
Literacy Continuum PD Low, Medium and High readers	Year Long	Kris Going & Heather Schmidt	Free

Parent Engagement Strategies For Goal #1:

Strategy	When	Cost/Funding Source
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Provide parents with activities, strategies, apps, and books to help their children improve in reading (IXL, Book Bags, etc.	2019-2020 School Year	Free
Invite parents into school for family activity nights to introduce ELA concepts and activities for home	2019-2020 School Year	\$500
Create monthly message around the importance of talking and reading with your child. Link newsletters to School website.	Monthly	Free
Provide incentives (\$5 to use at Book Fairs) for Family involvement at School Family events.	Quarterly	\$5/participating child (family)/Area Businesses to support this or Meemic Foundation grant?

SMART Goal #2: Kindergarten Math 70% of students will reach the benchmark of (Level 2) or higher on the summary score of the Number Development Assessment (Part I) by the end of the 2019-2020 school year.	
Baseline Data/Rationale (Why did you choose this goal?/connection to Needs Assessment):	Progress Monitoring (How will you monitor progress towards meeting goal?): Number Development Assessment (BOY,MOY,EOY) Hillcrest/LEADS Assessment Calendar
Sub-group consideration (are there any identified groups or significant gaps?): We didn't find any significant gaps to address.	

Evidence Based Strategies to Meet Goal #2 (What activities/expectations will be put into place to support his goal?):

Evidence-based strategies* that will improve instruction for **ALL** children, strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum. Evidence-based strategies the school chose to improve student learning, with a focus on addressing the needs of those children who are most at risk.

Evidence Based Strategy	Timeframe	Staff/Students Involved	Evidence of Completion
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Provide Tiered interventions to fidelity	2019-2020 School Year	<ul style="list-style-type: none"> • Classroom teachers • Interventionists • Special Education Teachers 	<ul style="list-style-type: none"> • Rti Plan RTI Plan • Student Identification Criteria Math Identification Criteria • Math Intervention Menu of Options Options
Implement the MyMath curriculum resource to fidelity Action Steps	2019-2020 School Year	Classroom Teachers	<ul style="list-style-type: none"> • Classroom Observations • Pacing Guide Kindergarten Pacing Guide • Collaborative Team Meeting Data and Notes PLCs

Professional Development for Goal#2:

Type of PD	When	Who	Cost/Funding Source
IXL		Classroom Teachers	Free

Parent Engagement Strategies For Goal #2:

Strategy	When	Cost/Funding Source
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Provide parents with activities, strategies, apps, and books to help their children improve in reading (IXL, Book Bags, etc.	2019-2020 School Year	Free
Invite parents into school for family activity nights to introduce Math concepts and activities for home	2019-2020 School Year	\$500
Create monthly message around the importance of talking and using number sense activities with your child. Link newsletters to School website.	Beginning of the school year & monthly	Free
Provide incentives (\$5 to use at Book Fairs) for Family involvement at School Family events.	Quarterly	\$5/participating child (family)/Area Businesses to support this or Meemic Foundation grant?

SMART Goal #1: 1st Grade - 66% of students will reach the benchmark of J (instructional) on the Fountas and Pinnell Benchmark Assessment by the end of the 2019 - 2020 school year.

Baseline Data/Rationale (Why did you choose this goal?/connection to Needs Assessment):

In spring of 2019, grade levels analyzed the last 3 to 5 year's data and developed an overall average. Based on the needs of last year's population we created the goals to be rigorous, yet attainable.

First Grade- Spring reading level average 62% met benchmark.

Progress Monitoring (How will you monitor progress towards meeting goal?):

- Teachers College Letter ID
- Teachers College Letter Sounds
- Fountas and Pinnell Reading Level Assessment
- Words their Way Primary Spelling Assessment
- District SNAP word assessment
- Concepts of Print

Sub-group consideration (are there any identified groups or significant gaps?): We didn't find any significant gaps.

Evidence Based Strategies to Meet Goal #1 (What activities/expectations will be put into place to support his goal?):

Evidence-based strategies* that will improve instruction for ALL children, strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum. Evidence-based strategies the school chose to improve

student learning, with a focus on addressing the needs of those children who are most at risk.

Evidence Based Strategy	Timeframe	Staff/Students Involved	Evidence of Completion
Provide Tiered interventions to fidelity	2019-2020 School Year	<ul style="list-style-type: none"> Classroom teachers Interventionists Special Education Teachers 	<ul style="list-style-type: none"> Rti Plan RTI Student Identification Criteria 1st grade student data sheets ELA Intervention Menu of Options ELA Intervention Menu of Options
Implement Units of Study for Teaching Reading by Lucy Calkins to fidelity 1st Grade - ELA Action Steps	2019-2020 School Year	Classroom Teachers	<ul style="list-style-type: none"> Classroom Observations Pacing Guide 1st grade pacing guide Collaborative Team Meeting Data and Notes PLC's

Professional Development for Goal#1:

Type of PD	When	Who	Cost/Funding Source
How to integrate skills in ELA: (Shared Reading, Interactive Writing, R.W. W.W, Phonics, Science, S.E.L., Social Studies), possibly plan ahead with grade level teachers, coaches (weekly ahead of unit of study)	2019-2020 school year	Kris Going, Heather Schmidt, Kathy Moeller	Free
Shared Reading	2019-2020 school year	Kris Going & Heather Schmidt	Free
Dyslexia	August PD	Darla Brink	TBD

PD: Literacy Continuum Review	Coaches	Fall 2019	Free
Support New Teachers with Coaching Connection	2019-2020 School Year	Kris Going, Heather Schmidt, Kathy Moeller	Free

Parent Engagement Strategies For Goal #1:

Strategy	When	Cost/Funding Source
Provide parents with activities, strategies, apps, and books to help their children improve in reading (IXL, Book Bags, S'mores, Classroom informational letters, etc.)	2019-2020 School Year	Free
Invite parents into school for family activity nights to introduce ELA concepts and activities for home (Learning Expo, Showcase of Colors, etc.)	2019-2020 School Year	\$500
Create monthly message around the importance of talking and reading with your child. Link newsletters to School website.	Monthly	Free
Provide incentives (\$5 to use at Book Fairs) for Family involvement at School Family events.	Quarterly	\$5/participating child (family)/Area Businesses to support this or Meemic Foundation grant?

SMART Goal #2: 1st Grade Math

50% of students will reach the benchmark of a Level 4 on the Fact Fluency Addition Assessment and 65% of students will reach the benchmark of a Level 3 on the Fact Fluency Subtraction Assessment by the end of the 2018-2019 school year.

Baseline Data/Rationale (Why did you choose this goal?/connection to Needs Assessment): We made both of our goals for addition and subtraction fact fluency, but we continue to struggle with subtraction fact fluency. We are changing our subtraction fact fluency goal per permission from our curriculum director on 6/10/19.	Progress Monitoring (How will you monitor progress towards meeting the goal?): <ul style="list-style-type: none"> FFI Assessment for addition and subtraction. Hillcrest/LEADS Assessment Calendar
Sub-group consideration (are there any identified groups or significant gaps?): Boys did better than girls in fact fluency, but it wasn't a large gap.	

Evidence Based Strategies to Meet Goal #2 (What activities/expectations will be put into place to support his goal?):

Evidence-based strategies* that will improve instruction for **ALL** children, strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum. Evidence-based strategies the school chose to improve student learning, with a focus on addressing the needs of those children who are most at risk.

Provide Tiered interventions to fidelity	2019-2020 School Year	<ul style="list-style-type: none"> Classroom teachers Interventionists Special Education Teachers 	<ul style="list-style-type: none"> Rti Plan RTI Plan Student Identification Criteria Math Identification Criteria Math Intervention Menu of Options Options
Implement the MyMath curriculum resource to fidelity Action Steps	2019-2020 School Year	Classroom Teachers	<ul style="list-style-type: none"> Classroom Observations Pacing Guide First Grade Pacing Guide Collaborative Team Meeting Data and Notes PLC's

Professional Development for Goal #2:

Type of PD	When	Who	Cost/Funding Source
IXL Webinar	2019-2020 early in the year	Coach/Teachers	Free
Refresher on Number Talks	2019-2020	Coach/Teachers	Free
Math Conference participants and/or Oshkosh (WISM) summer workshops for progressions.	2019-2020	Coach/Teachers Interventionists	see PD document
Math breakout sessions to brainstorm and find resources to enhance NDA/FFI skills	2019-2020	Coach/Teachers Interventionists	Free
Summer/Fall CESA 8 workshops for interventionists	2019-2020	Interventionists	see PD document

Parent Engagement Strategies For Goal #2:

Strategy	When	Cost/Funding Source
Provide parents with activities, strategies, apps, and books to help their children improve in reading (IXL, Book Bags, etc.	2019-2020 School Year	Free
Invite parents into school for family activity nights to introduce Math concepts and activities for home	2019-2020 School Year	\$500
Create monthly message around the importance of talking and using number sense activities with your child. Link newsletters to School website.	Beginning of the school year & monthly	Free
Provide incentives (\$5 to use at Book Fairs) for Family involvement at School Family events.	Quarterly	\$5/participating child (family)/Area Businesses to support this or Meemic Foundation grant?

SMART Goal #1: 2nd Grade - 75% of students will reach the benchmark of M (instructional) on the Fountas and Pinnell Benchmark Assessment by the end of the 2019 - 2020 school year.

Baseline Data/Rationale (Why did you choose this goal?/connection to Needs Assessment):

In spring of 2019, grade levels analyzed the last 3 to 5 years' data and developed an overall average. Based on the needs of last year's population we created the goals to be rigorous, yet attainable.

Second Grade- Spring reading levels average 74% met benchmark.

Progress Monitoring (How will you monitor progress towards meeting goal?):

- Using Fountas and Pinnell Benchmarking system 3 times a year (BOY, MOY, EOY)
- District SNAP words assessment (BOY, MOY, EOY)
- Words Their Way assessment (BOY, MOY, EOY)
- STAR reading

Sub-group consideration (are there any identified groups or significant gaps?):

68% of Males are reaching the end of the year benchmark

Readers performing at levels AA-B reaching benchmark of G were not reaching benchmark

Evidence Based Strategies to Meet Goal #1 (What activities/expectations will be put into place to support his goal?):

Evidence-based strategies* that will improve instruction for ALL children, strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum. Evidence-based strategies the school chose to improve student learning, with a focus on addressing the needs of those children who are most at risk.

Evidence Based Strategy	Timeframe	Staff/Students Involved	Evidence of Completion
Provide Tiered interventions to fidelity	2019-2020 School Year	<ul style="list-style-type: none"> • Classroom teachers • Interventionists • Special Education Teachers 	<ul style="list-style-type: none"> • Rti Plan RTI Plan • Student Identification Criteria 2nd grade student data sheets • ELA Intervention Menu of Options Intervention Menu of Options
Implement Units of Study for Teaching Reading by Lucy Calkins to fidelity 2nd Grade - ELA Action Steps	2019-2020 School Year	Classroom Teachers	<ul style="list-style-type: none"> • Classroom Observations • Pacing Guide 2nd grade ELA pacing guide

			<ul style="list-style-type: none"> Collaborative Team Meeting Data and Notes PLC's
Support New Teachers with Coaching Connection	2019-2020 School Year	Kris Going, Heather Schmidt, Kathy Moeller	Free
Literacy Continuum PD Low, Medium and High readers	Year Long	Kris Going & Heather Schmidt	Free
Dyslexia	August PD	Darla Brink	TBD

Parent Engagement Strategies For Goal #1:

Strategy	When	Cost/Funding Source
Provide parents with activities, strategies, apps, and books to help their children improve in reading (IXL, Book Bags, S'mores, Classroom informational letters, Read Around the World incentive, etc.)	2019-2020 School Year	Free
Invite parents into school for family activity nights to introduce ELA concepts and activities for home (Learning Expo, Showcase of Colors, etc.)	2019-2020 School Year	\$500
Create monthly message around the importance of talking and reading with your child. Link newsletters to School website.	Monthly	Free
Provide incentives (\$5 to use at Book Fairs) for Family involvement at School Family events.	Quarterly	\$5/participating child (family)/Area Businesses to support this or Meemic Foundation grant?

SMART Goal #2: 2nd Grade Math

60% of Grade 2 students will reach the benchmark of a Level 5 on the Fact Fluency Addition Assessment and 59% of Grade 2 students will reach the benchmark of a Level 5 on the Fact Fluency Subtraction Assessment by the end of the 2019-2020 school year.

Baseline Data/Rationale (Why did you choose this goal?/connection to Needs Assessment): In the spring of 2019, grade levels analyzed the last 3 to 5 years' data and developed an overall average. Based on the needs of last year's population we created the goals to be rigorous, yet attainable.

Progress Monitoring (How will you monitor progress towards meeting goal?):

- FFI addition and subtraction (BOY, MOY, EOY)
- Math Running Record (BOY, MOY, EOY)
- STAR Math
- Number Development Assessment (BOY, MOY, EOY)
- My Math Unit pre and post assessments
- XTRA math
- IXL

[Hillcrest/LEADS Assessment Calendar](#)

Sub-group consideration (are there any identified groups or significant gaps?):

No significant gaps

Evidence Based Strategies to Meet Goal #2 (What activities/expectations will be put into place to support his goal?):

Evidence-based strategies* that will improve instruction for ALL children, strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum. Evidence-based strategies the school chose to improve student learning, with a focus on addressing the needs of those children who are most at risk.

Evidence Based Strategy	Timeframe	Staff/Students Involved	Evidence of Completion
Provide Tiered interventions to fidelity	2019-2020 School Year	<ul style="list-style-type: none"> • Classroom teachers • Interventionists • Special Education Teachers 	<ul style="list-style-type: none"> • Rti Plan RTI Plan • Student Identification Criteria • Math Identification Criteria • Math Intervention Menu of Options Options
Implement the MyMath curriculum resource to fidelity Action Steps	2019-2020 School Year	Classroom Teachers	<ul style="list-style-type: none"> • Classroom Observations • Pacing Guide

			Second Grade Pacing Guide <ul style="list-style-type: none"> Collaborative Team Meeting Data and Notes PLCs
Type of PD	When	Who	Cost/Funding Source
IXL training	PD Day	Classroom Teachers Facilitator	Free
Math Running Records	PD Day	Academic Math Coach Classroom Teachers Interventionists	Free
Goal Folders	PD Day	Academic Coaches Professional Staff	Free
WIMI	Assigned Workshop Date		TBD

Parent Engagement Strategies For Goal #2:

Strategy	When	Cost/Funding Source
Provide parents with activities, strategies, apps, and books to help their children improve in reading (IXL, Book Bags, SNAP facts, etc.)	2019-2020 School Year	0
Invite parents into school for family activity nights to introduce Math concepts and activities for home	2019-2020 School Year	\$500
Create monthly message around the importance of talking and using number sense activities with your child. Link newsletters to School website.	Beginning of the school year & monthly	0
Provide incentives (\$5 to use at Book Fairs) for Family involvement at School Family events.	Quarterly	\$5/participating child (family)/Area Businesses to support this or Meemic Foundation grant?

SMART Goal #3: By the end of the 2019-2020 school year, the number of BIFs by Males for *Physical Aggression/Physical Contact* (combined) will decrease by 10% in comparison to the 2018-2019 school year.

(Combining Minor *Physical Aggression* and Major *Physical Contact* behaviors, there were 309 total BIFs documented in the 2018-2019 school year. Therefore, during the 2019-2020 school year, we will have **278 or less** *Physical Aggression/Physical Contact* BIFs.)

Baseline Data/Rationale (Why did you choose this goal?/connection to Needs Assessment): Based on the 2018-19 school year eduClimber behavior data, a significant number of our BIFs documented were identified as Major Physical Aggression and Minor Physical Contact by Males (overall in all areas, males are three times as likely to have a BIF).

Progress Monitoring (How will you monitor progress towards meeting goal?):

- Review eduClimber BIF data
- CICO data
- Weekly Tier 2 Pupil Services meetings

Sub-group consideration (are there any identified groups or significant gaps?): After reviewing EOY behavior data, we found a discrepancy between Males vs. Females. Other sub-groups were analyzed, however, there was only minimal deviation.

<https://docs.google.com/presentation/d/10SCQynAa51rURpliRpoQHrpFS3SLF8zWSb8u76KP-dA/edit?usp=sharing>

Evidence Based Strategies to Meet Goal #3 (What activities/expectations will be put into place to support his goal?):

Evidence-based strategies* that will improve instruction for **ALL** children, strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum. Evidence-based strategies the school chose to improve student learning, with a focus on addressing the needs of those children who are most at risk.

Evidence Based Strategy	Timeframe	Staff/Students Involved	Evidence of Completion
Implement PBIS Tier 1, Tier 2, and Tier 3	2019-2020 school year	All staff, playground supervisors, Middle School student mentors	https://docs.google.com/presentation/d/1dkywyzcGK5VXm0aQJo7fEaKCSh1WUhhWN Yw_vEgwyE/edit?usp=sharing
K-2nd grade classroom teachers will implement the Second Step curriculum to fidelity	2019-2020 school year	All K-2 classroom teachers, special education, Hillcrest and Middle School social workers	www.secondstep.org
Implement <i>Tools of the Mind</i> curriculum to fidelity	2019-2020 school year	All 4K classroom teachers	www.toolsofthemind.org

Utilize Zones of Regulation strategies	2019-2020 school year	All staff	www.zonesofregulation.com
Utilize Conscious Discipline strategies	2019-2020 school year	All staff	https://consciousdiscipline.com/
Utilize Restorative Practices strategies	2019-2020 school year	All staff	https://www.iirp.edu/
Utilize MindUP strategies	2019-2020 school year	All staff	www.mindup.org
Provide parents with information about SEL and Behavior expectations	2019-2020 school year	All staff	https://www.shawanoschools.com/hillcrest/SEL%20for%20Website.pdf

Professional Development for Goal#3:

Type of PD	When	Who	Cost/Funding Source
PBIS Tier 1 Universal implementation	2019-2020 school year	All staff	No cost (Pupil Services Team)
Second Step curriculum modules	September 2019	All K-2 classroom teachers	No cost (School Counselors)
Tools of the Mind curriculum	Fall 2019	EC and 4K classroom teachers, OT, PT, speech therapist	
SEL, Mental Health/TSS, Self Care	2019-2020 school year	All staff	No cost (Pupil Services Team)

Parent Engagement Strategies For Goal #3:

Strategy	When	Cost/Funding Source
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Educate families about SEL, communication skills, relationship-building, and behavior strategies (insert link for PTO schedule and family events)	2019-2020 school year	
School Counselor newsletter	Monthly 2019-2020 school year	No cost
Family evenings, game nights, etc.	2019-2020 school year	

SMART Goal #4: By focusing on attendance, 90% of our students, K-2, will be in school 90% of the time during the 2019-2020 school year.

Baseline Data/Rationale (Why did you choose this goal?/connection to Needs Assessment): For the 2018-2019 school year, Hillcrest and LEADS had an overall attendance rate of 93.4%.
(44 students missed 18 or more days, *47 students was the cut off*).

Progress Monitoring (How will you monitor progress towards meeting goal?):

- Weekly attendance meeting
- Weekly Skyward data pull
- EduClimber data & subgroups

Sub-group consideration (are there any identified groups or significant gaps?):

- Mondays and Fridays had the lowest attendance rates
- March had the lowest attendance rate by month
- There was minimal variation by ethnicity

Evidence Based Strategies to Meet Goal #4 (What activities/expectations will be put into place to support his goal?):

Evidence-based strategies* that will improve instruction for ALL children, strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum. Evidence-based strategies the school chose to improve student learning, with a focus on addressing the needs of those children who are most at risk.

Evidence Based Strategy	Timeframe	Staff/Students Involved	Evidence of Completion
Provide daily attendance notification phone calls	2019-2020 School Year	Home-to-School Coordinator	Home school coordinator will monitor through skyward.

Monthly perfect attendance postcards	2019-2020 School Year	Attendance team	Home school coordinator will keep a log of who received a postcard.
Weekly class perfect attendance data on electronic billboard	2019-2020 School Year	Home-to-School Coordinator	Home school coordinator will keep a log of which classes get recognized.
Advertisement for bus stops (Shawano Lets Talk About It, SMORES, FACEBOOK, Community spots, 1st Wednesday folder)	2019-2020 School Year	Attendance team	Attendance team members will keep a log of communications.
SMORE about how attendance impacts academics	2019-2020 School Year	School Social Worker	Attendance team members will keep a log of communications.
Parenting classes/self-care classes?	2019-2020 School Year	Pupil Services team &/or Attendance team	Attendance team members will keep a log of parent opportunities.
3rd friday bouncy house	3rd Friday in September 2nd Friday in January	Attendance team	Past experience shows higher attendance rate on days with special event.
Establishing parent/teacher relationship by teacher calling home when student has their 1st unexcused absence (script needed and needed for when calling emergency numbers)	2019-2020 School Year	Classroom teacher School Social Worker	Home school coordinator will keep a log of who received a phone call.
Info board on importance of attendance at back to school night and parent/teacher conference nights	2019-2020 School Year	School Social Worker	Attendance team members will keep a log of communications.
Mental health and community supports info board at back to school night and parent/teacher conference nights	2019-2020 School Year	School Social Worker	Attendance team members will keep a log of communications.
Informational sheet given to staff with tips for identifying families as homeless.	2019-2020 School Year	School Social Worker	Attendance team members will keep a log of communications.

Professional Development for Goal#4:

Type of PD	When	Who	Cost/Funding Source
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Attendance Team attends annual DHS workshop for truancy	Fall of the school year	Dean Social Worker Home School Coordinator	Free
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Parent Engagement Strategies For Goal #4:

Strategy	When	Cost/Funding Source
Parent classes	Various	\$200
SMORES	Various	\$300
Resource Fair	Quarterly	Free
Home Visits	Various	Free
Classroom teacher will call parents after the first unexcused absence	Various	Free

Additional Parent Engagement Strategies from Parent Focus Group Meeting:

Strategy	When	Cost/Funding Source
Partner with day care centers.	Ongoing through the school year	TBD
Partner with PTO to provided more events for parents	Ongoing during 2019-2020	TBD

Parents would like to see more professional staff at evening events	Ongoing during 2019-2020	Free
Resource Fair at community events (Touch-A-Truck, Thursdays at Franklin, Buck Fever, etc.)	Ongoing during 2019-2020	Free
Host Trick or Treating at Hillcrest/LEADS and hand out books with activities for parents to do at home with their children.	During Shawano's Trick or Treating	TBD
Enter parades and hand out books and or flyers with activities and resources listed for parents	Various Dates and Times	TBD
Continue to stress the importance of reading, counting, and talking with children	Ongoing during 2019-2020	Free

School Learning Plan Team (Learning Council)	
Team Member Names	Position
Michelle Oss	4K
Gina Monfils	K
Kris Tetting	K
Ellen Hintz	1
Diana Belter	1
Ryan Stuber	2
Stephanie Laabs	2

Cherie Schwartz	Phy Ed
Jenna Brooks	School Social Worker
Amie Beyersdorf	School Counselor
Sheryl Melotik	Special Education
Sue Hoffman	Special Education
Kathy Moeller	Student Centered Academic Coach
Kris Going	Student Centered Academic Coach
Rae Poulos	Interventionist
Curt Preston	Interventionist
Sarah Heins	LEADS K
Brian Morstad	Dean of Students
Troy Edwards	Principal

School Learning Plan Status Notes & Progress Updates		
Date:	Team/Group: i.e. school board, Learning Council, Parent Newsletter, Whole Staff	Meeting/Status Notes:

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