

SCHOOL DISTRICT OF NEW LONDON CONTINUOUS IMPROVEMENT PLAN



MISSION: Success For All Students.

VISION: The School District of New London will partner with families and community to develop students by providing high quality instruction, personalized learning options, and a caring environment in which students are able to reach their fullest potential. This collaborative partnership will encourage opportunity for students to become:

- Effective Communicators
- Problem Solvers and Critical Thinkers
- Self-Directed and Life-Long Learners
- Responsible, Contributing Citizens

GUIDING PRINCIPLES: We will be accountable and work together to...

- Provide a safe, secure, nurturing environment
- Establish and maintain school, family, community partnerships
- Foster students' developmental assets
- Ensure that students master the essential curriculum
- Recruit, develop, and retain a highly qualified staff
- Model what is expected
- Value diversity
- Meet the needs of the future

RATING



This Continuous Improvement Plan identifies and monitors four Core Areas that represent the overall health of the School District of New London as a teaching and learning organization. Listed under the Core Areas are the Key Performance Indicators (KPIs) and the percentage at which they contribute to the overall rating for the Core Area to which they belong.

INDICATORS OF SUCCESS

DISTRICT STATE REPORT CARD

3

We will work to enhance the District State School Report card annually from the Wisconsin Department of Public Instruction, with continued focus on the multiple indicators for student learning which include Student Achievement, Student Growth, Target Group Outcomes, and On Track to Graduation.

District State Report Card

100%

LEARNING & ACHIEVEMENT

3

We will promote the highest levels of academic achievement through effective teaching strategies, intellectual engagement and differentiation to meet the needs of all students. With an emphasis on actionable outcomes developed through Professional Learning Communities, we will support student exploration, critical thinking, collaboration and creativity to ensure all students are college- and career-ready and life-long learners.

| | |
|------------------------------------|-----|
| Pre-ACT Secure | 20% |
| College & Career Ready | 20% |
| Local Assessment – iReady Literacy | 20% |
| Local Assessments – iReady Math | 20% |
| ACT | 20% |

FINANCIAL & OPERATIONAL STABILITY

3

We will work within a fiscally responsible framework that supports an educational system with consistent approaches to maximize local, state and federal funding. Focused on respecting and seeking support from community stakeholders, we will develop financial resources with a sustainability principle to achieve preferred District results that best serve students, staff, District facilities and the school community.

| | |
|-------------------------|-----|
| Sustainability Planning | 35% |
| Fund Balance | 20% |
| Bond Rating | 15% |
| Financial Audit | 15% |
| Open Enrollment | 15% |

SAFE, ORDERLY & HEALTHY

5

We will create and promote safe learning environments that support the physical, social and emotional well-being of students, staff and the school community. To enable responsiveness to emergencies, the District will provide preventive training and resources and support the review and practice of safety strategies.

| | |
|-----------------------------|-----|
| Student Safety (Behavior) | 25% |
| Staff Safety (Survey) | 25% |
| Safety Planning & Processes | 25% |
| MOD Rating | 25% |

ENGAGED & CONNECTED

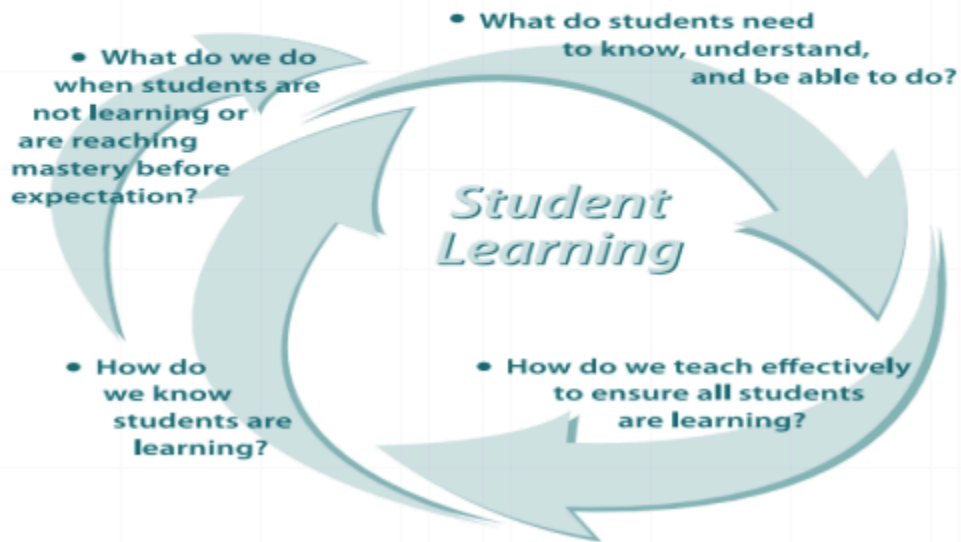
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We will build relationships and develop engaged and connected school communities by providing transparent communication and collaboration with all of our stakeholders. Responding to continuous feedback, we will make sure our school community is welcoming to and representing all students, families and staff.

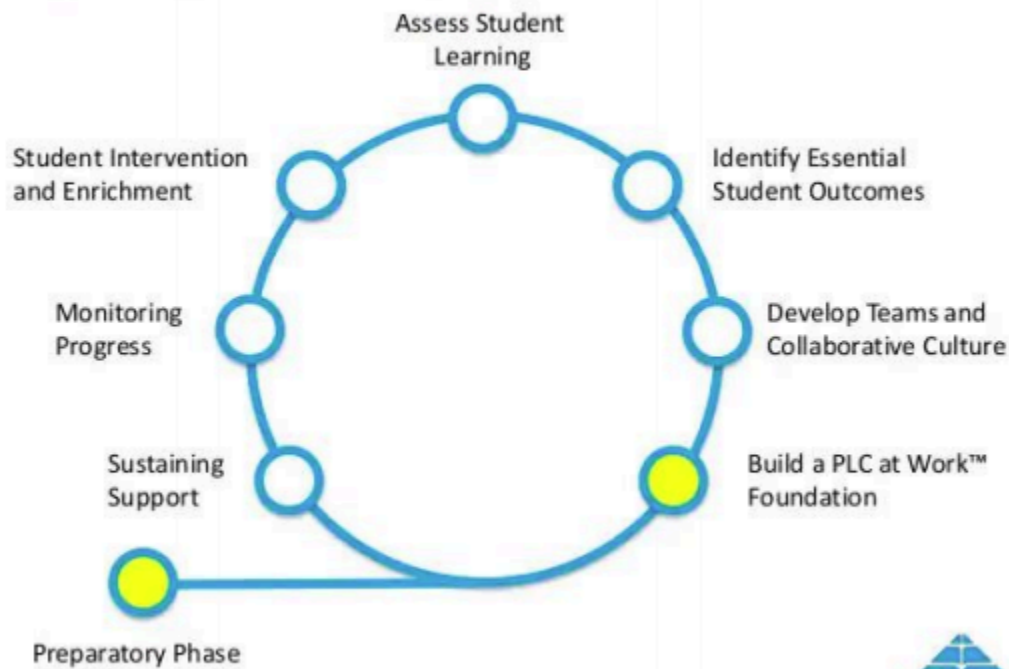
| | |
|---|-----|
| Student Engagement Survey Index Analysis | 25% |
| Parents/Guardians/Families Engagement Survey Index Analysis | 25% |
| Staff Engagement Survey Index Analysis | 25% |
| Clubs, Co-Curriculars, Athletics (Participation) | 15% |
| Attendance | 10% |

CORE VALUES: PASSION | RESPECT | INTEGRITY | DEDICATION | EXCELLENCE

Continuous Cycle of Student Learning



Beginning a PLC Journey



Needs Assessment Protocol-Building Level

The objective of the needs assessment is to determine Sugar Bush School's strengths and weaknesses, to set school wide building goals, and to determine which students are eligible to receive Title One/Intervention support in the area of reading/language arts. All students are given similar, multiple assessments to assist in the identification process.

1. An electronic parent survey will be conducted in spring and compiled to gain parental feedback. At a staff meeting in August, staff will review the survey results and analyze specific building needs and wants along with summative data. The building principal will share results with parents through the monthly newsletter and/or class Dojo.
2. We will follow the [District Assessment Calendar](#) to determine when students will be assessed across the district.
3. The IRLA (Independent Reading Level Assessment Framework) along with formative assessments, teacher referrals and recommendations, classroom performance, and parent input are valuable pieces of information that will be used to determine eligibility for intervention services.
4. All data will be collected and stored to represent a composite view per grade level. The **spring needs assessment** will also be a guiding document for fall eligibility.
5. Grade level teams and reading resource teachers will work collaboratively and the reading resource teacher will make the final eligibility decision based on multiple measures.
6. Summative assessments will also be used to guide eligibility decisions.
 - **Kindergarten** Fastbridge-Early Literacy Assessment(Fall, Winter, Spring) and iReady (reading and math)
 - **First Grade** iReady (math and reading) and IRLA
 - **Second Grade** iReady (math and reading) and IRLA
 - **Third Grade** iReady (math and reading), IRLA, and WI Forward
 - **Fourth Grade** iReady (math and reading),IRLA and WI Forward
 - **K-4** Universal Math Screener (AVMR)
7. RTI: Students identified for the intervention block will be monitored with Fastbridge and stored in EduClimber. The remaining students will utilize iReady Instruction for extension and enrichment in reading and math.

Planning Team

| <u>Name of Team Members</u> | <u>Position/Representation</u> |
|-----------------------------|--|
| Nikki Tesch | Reading Specialist/Interventionist/Title Coordinator |
| Kristin Grable | Principal |
| Madelyn Fromm | 3rd Grade/Guiding Coalition Member |
| Patty Bressler | Kindergarten/Guiding Coalition Member |

Building/District Goals for 2024-2025

After conducting a comprehensive needs assessment, the following building goals were established:

- By the end of the 24-25 school year, students at Sugar Bush will achieve 145% of the annual growth goal for Reading as reflected by i-Ready
- By the end of the year, increase the percentage of students reading at proficient IRLA levels from 38% to 60% and decrease the percentage of students reading at emergency IRLA levels from 23% to 15%.
- By the end of the 24-25 school year, the number of physical aggression office referrals will be reduced by half compared with 23-24 data (84 physical aggression office referrals for 23-24).
- By the end of the 24-25 school year, Sugar Bush will reduce the chronic absence rate to 10% compared with 23-24 data (14.2% of students met the definition for chronically absent in 23-24).

Instructional Reform Strategies

- [Instructional](#) Update
- PLC **Learning By Doing** (Defour 2016)
- Newline digital tool for instruction
- ARC/ELA American Reading Company/School Pace/My ARC
- Professional Learning Community [Elementary PLC](#) and PLC Elementary [handbook](#)
- GANAG instructional Delivery
- Math Expressions K-4
- From Phonics To Reading K-2
- Literacy Link (Kindergarten)
- Provide 60 minutes daily of ARC reading and, 45 minutes ARC writing, and 30 minutes of Word Work
- Provide 70-90 minutes daily of comprehensive math instruction
- Mystery Science K-4
- Social Studies using Scholastic News/Time for Kids/Wisconsin Study Weekly
- Supplemental Resources: *"Words Their Way"*, *"Phonic Lessons, Letters, Words, and How They Work"*, *"Grammar Matters"*, *"Patterns of Power: Inviting Young Writers into the Conventions of Language"*, and *"The Reading Strategies Book/The Writing Strategies Book"* by Jennifer Serravallo
- Implement New London's Learning Targets
- RTI intervention process and common instructional block
- Tiered reform strategies to include LLI/SRI/PRESS/Intervention Central/EduClimber (not limited to)
- Common D.E.A.R time/Building Classroom community throughout the building
- Promote literacy technology through the use of Newline boards, Chromebooks, and Google Classroom and one to one devices
- Implement iReady for diagnostic and instructional purposes
- PBIS Program/Bulldog of Character/Brain Breaks (Jensen)
- Problem Solving Team Meetings (bi-monthly)
- Data Wall Meetings/Grade Level TEAM Meetings (one per month)
- District Level grade level team meetings throughout the year
- Bulldog Way Team
- ClassDojo: School wide communication system for parents/teachers/students (social media)
- Implement a Growth Mindset from "I can..." to "I will..."
- Increase safety and security within the elementary building
- Conscious Discipline
- 212 The Extra Degree by Sam Parker
- Non-Violent Crisis Intervention
- EduClimber for behaviors, interventions, and data walls
- Fastbridge for Progress Monitoring

Extended Digital Learning Opportunities

1. At-Home Learning (Google Classroom, Securely, Screencastify, Kami and Noodletools)
2. Accessibility to electronic texts ARC Bookshelf, Razkids (grades K-2) and Epic Books (grades K-4)

Professional Development

A Google Document lists PD opportunities for the entire staff to lead their learning created by Admin. Team.

Overview of [District Leadership Teams](#)

District ARC Leadership Team: Meets throughout the summer and during the academic year

Summer Data Retreat/Continuous Improvement Planning: Dissect and examine student data to make informed decisions.

BLT/Bulldog Way Team/Faculty Committee: Addresses the PBIS initiative at monthly meetings, and collaborates on the Title One school wide plan along with other pertinent building decisions.

Building Guiding Coalition Group: Meets biweekly/monthly to create leadership and collaboration across grade levels to improve student academic achievement and mental health.

Literacy/Math/Title One Committee: Building principals, reading teachers, and team leaders will meet periodically throughout the school to address literacy concerns and initiatives (EduClimber and Fastbridge).

Math Committee: A vertical K-12 math team along with building administrators will meet periodically throughout the school year to address math concerns and initiatives.

PLC Collaborative Grade Level Team Meeting: PD every Wednesday from 3:30-4:15. 1st Wednesday is Building Leadership Team meetings, 2nd Wednesday is Staff Meetings, 3rd Wednesday is PLC grade level meetings/Title Meeting, and 4th Wednesday is PLC grade level meetings. Twice a month there will be team meetings per building principal. Also, there will be some common planning and collaboration time throughout the year for district grade-level teams.

Support Staff Training: Inservice training in October

Parent Involvement Building Policy

Sugar Bush Elementary will involve parents in regular, two-way meaningful communication addressing student achievement and ensuring: that parents/guardians play an integral role in their child's education, that parents/guardians are encouraged to be actively involved in their child's learning, and that parents/guardians are full partners in their child's education. Sugar Bush School agrees to implement the following parent involvement activities but is not limited to the items listed.

(Adapted from the WI Statewide Title One Network)

District Parent Advisory Council

There is a parent advisory council that meets four times throughout the school year.

Meeting Dates:

Dates: December 4, 2024, February 3, 2025, April 30, 2025

Location: New London Intermediate Middle School

Time: 6:00p.m.

Parental Engagement Opportunities/Community Involvement

| | |
|--------------------------------------|---|
| August: | Parent Informational Meeting/Welcome/Open House |
| September-June | Open House Staggered Start Days for families and students Nightly Reading Logs with families (Beanstack Reading Challenge) Monthly Character Traits Monthly Character Assembly ClassDojo: Communication through Technology, Dojo Newsletters PTO meetings Cool Tips (parent informational tips) Bulldogs of Character-monthly family scavenger hunt challenge PTO Popcorn Fridays (once a month) Bulldogs PLUS+ Quarterly Events ARC Read-to Me 500 Book Kid Program |
| August, November, January and May | Bulldog of Character Community Meetings |
| September | Bulldogs of Character Dash-Sept. Staff revision and adoption of the new Schoolwide Plan Individual Bilingual Parent Meeting for technology |
| October: | Parent/Teacher Conferences with Compact explanation Pumpkin Decorating Parent Engagement Activity Little Bulldog Community Connection at New London Public Library Guidance Days (Red Ribbon Week/ Walk to School Day/kindness in Chalk Day) Cultural Celebration- October at ISMS Fall PTO fundraiser PTO Trunk or Treat |
| November: | Parent Meeting to develop School Wide Plan for 2024-2025 Little Bulldog Community Connection at New London Public Library Stuff the Turkey-Food Drive Family Projects Initiative (Pumpkin decorating/Disguise the Turkey) GUM Day (student council event raising money for "Christmas for Kids") |
| December: | Principal's Reading Challenge Little Bulldog Community Connection at New London Public Library Cards for Nursing Homes/Veterans/current Soldiers New London's Holiday Parade Ringling of the Bells for Salvation Army |
| January: | Little Bulldog Community Connection at New London Public Library |
| February-April: | Fang Reading Incentive Program Mission of Hope Hygiene Drive/Adopt a Family |
| February: | Little Bulldog Community Connection at New London Public Library District Spelling Bee |

Cards for the Franklin Senior Apartments/Washington Center
4K Literacy Fair at the Washington Center

| | |
|-------------------|--|
| March: | Dr. Seuss Day/Read Across America Day Little Bulldog Community Connection at New London Public Library McLiteracy Lunch Learning Showcase Event Parent/Teacher Conferences |
| April | Book Fair Earth Clean-up Day Little Bulldog Community Connection at New London Public Library |
| May: | Parent Survey 4 th gr Orientation to Intermediate School End of the Year Picnic/Celebration Little Bulldog Community Connection at New London Public Library |
| June/July/August: | Summer Reading Activities Reading with Percy (Mascot) at the library Summer School |

Parent Engagement Activities Continued:

Some additional activities: Monthly parent newsletter, monthly PTO meetings, principal parent letters, classroom newsletters, student agenda books for communication, Thursday folders, awards ceremony/recognition, classroom performances, fundraisers, classroom field trips, and breakfast with my family.

For 4k students and families, teachers provide at least 87.5 hours of outreach resources and community outings for students and families to participate in.

For bilingual families and students, Lili Rios-Olea and the bilingual teachers are consistently providing translations of important communications, teaching parents how to access and utilize frequently used technology and resources, and responding to any communication or concern our bilingual families have.

Transition

Little Bulldog Community Connection: October 4, November 1, December 6, January 3, February 7, March 7, April 4, May 2
4th gr Orientation to Intermediate School-May
4th grade Meet and Mingle at Intermediate School-May

Timely and Effective Assistance

Sugar Bush School will continue to establish an intervention/enrichment time during the 2024-2025 school year. There is a two-fold reason for establishing this intervention/enrichment time. One will be to provide the best instructional practices for learners through value-added instruction and secondly to meet state guidelines in the RtI initiative that will formalize a new process for determining eligibility for a specific learning disability effective December 1, 2013.

Reading Teachers and the classroom teachers will administer and gather data from grade-level benchmark assessments. Classroom teachers, specialists, and administration will analyze data from a variety of sources to determine the best placement for students. They will brainstorm intervention ideas and programs to be implemented. Staff will determine who will be instructing each group and who will be conducting the progress monitoring element. Data from progress monitoring, benchmark assessments, and other data sources will be reviewed at the monthly PLC meetings by the staff/team members. Here is the link to the [district assessment calendar](#) and an [MLSS reference chart](#).

1. Intensive Intervention Groups: This intervention is geared for the most struggling students in the areas of math or literacy. This intervention will be provided in smaller groups of 1-4 students in a pull-out format, and these students will be progress monitored weekly using FastBridge.

2. Strategic Intervention Groups: This intervention is geared for students who are at-risk in math or literacy. This intervention will be provided in small groups of 4-6 students with a grade-level teacher using iReady teacher-led profile groups. These students can be progress monitored using Fastbridge.

3. Enrichment/Extension Groups: This intervention will be given to students within the regular classroom who need additional challenges or enrichment opportunities. Students will be utilizing the iReady Software program in Reading and Math (It is an Adaptive Diagnostic/Instruction using the Chromebooks).

Universal Intervention Blocks

| | |
|--------------|---------------|
| Kindergarten | 1:30 - 2:00 |
| First grade | 12:30 - 1:00 |
| Second grade | 10:45 - 11:15 |
| Third grade | 8:30 - 9:00 |
| Fourth grade | 2:00 - 2:30 |

Para-educators will support the classroom teacher with the enrichment/extension component of the "Bulldog" time under close supervision of the classroom teacher.

All students who are eligible for intervention will have a note sent home explaining the intervention and stating the goal of the intervention. Parents will be informed of progress throughout the intervention. General Information about intervention/enrichment time will be shared in the parent newsletter, at parent/teacher conferences, and/or upon parent request.

Flood Schedule

| | |
|--------------|---------------|
| Kindergarten | 9:00 - 9:30 |
| First grade | 10:15 - 10:45 |
| Second grade | 1:00 - 1:30 |
| Third grade | 2:30 - 3:00 |
| Fourth grade | 2:30 - 3:00 |

Specialists and support staff work in collaboration with classroom teachers to provide a double dose of small group instructional support within the regular classroom. This additional 30 minutes of small group time brings personnel from Title I, Special Education, and/or ELL into the classroom. The classroom teacher continues to confer with individuals or meet with small groups and the "flood team"

members each take a small group of students as is appropriate to their focus. Special education teachers take a small group of identified students and Title I staff members pull small groups of students who are at risk of not meeting benchmark standards.

Funding

Sugar Bush Elementary School coordinates local, state, and federal funds and services to provide high-quality instruction and opportunities to all students.

This plan will be fully developed and approved by staff and parents by November. The plan will be fluid and can be changed/updated at any point during the academic school year.

The following individuals have developed, revised, and reviewed the Title One School Wide Plan for 2024-2025

[illegible]