

5 Year Goal - Elementary School Action Plan

2023-2028

Goals	Data To Collect	Action Steps	Person(s) Responsible	Status
GOAL 1 - By 2028, 100% of our K-11th grade students will demonstrate a year or more of academic growth in ELA and math.				
<i>Yearly Goals:</i> Year 1: By the spring of 2024, our students in grades 1 - 4 will make at least one year's growth as indicated by maintaining or increasing their NWEA-Map percentile from winter to winter. Kindergarten data will review their grade level measures on common assessments (fall - spring).	Year 1: • NWEA-Map scores from winter to winter • AIMS web - Rate of improvement for students with IEPs or in interventions • Grade level measures such as common assessments • DLM data	Year 1: • Increase the number of reading 316 licenses at the elementary school in both regular ed and special ed. • Train elementary teachers in Science of Reading strategies through Reading Apprenticeship 16 hour course. • Analyze the science of reading and then research best practices in writing, vocabulary, decoding, etc. and adopt materials and provide training for teachers on the adopted materials and instructional strategies. • Provide teachers math instruction training through the Mathematics Institute of Wisconsin • Implement and track usage of before/after school tutoring. • Continue to update and follow the math action plan and ELA action plan.	Amy Wildberg, Dawn Brandner-Heier & Carla Brost Lindsay Ried	Elementary Level ELA Results for 2023-2024 Elementary Level Math Results for 2023-2024
Year 2: By Spring of 2025, our students in grades 1 - 4 will make at least one year's growth as indicated by maintaining or increasing their NWEA-Map percentile from winter to winter. Kindergarten data will review their grade level measures on common assessments (fall - spring).	Year 2: • NWEA-Map scores from winter to winter • AIMS web - Rate of improvement for students with IEPs or in interventions • Grade level measures such as	Year 2: • Continue the program for reading 316 licenses at the elementary school in both regular ed and special ed. • Train elementary teachers in Science of Reading strategies through the Cox Campus On-line 30 hour course to be started by all no later than July of 2025. • Analyze the science of reading and then research best practices in writing and comprehension Adopt materials and provide training for teachers on the adopted materials and instructional strategies. • Provide teachers math instruction training through the	Amy Wildberg, Dawn Brandner-Heier & Carla Brost	• 316 program has continued. • Staff have had time at each of the inservice days to continue training on Cox Campus for Science of Reading training. • Reading curriculum has been selected and funds are being allotted for purchasing materials. • CCLC grant has collected and reported out on before and after school tutoring.

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	- common assessments - DLM data	- Mathematics Institute of Wisconsin - Implement and track usage of before/after school tutoring. - Continue to update and follow the math action plan and ELA action plan. - Staff education surrounding strategies to incorporate movement/self-regulation strategies for whole class		Elementary Level ELA Results for 2024-2025 Elementary Level Math Results for 2024-2025
Year 3: By Spring of 2026, our students in grades 1 - 4 will make at least one year's growth as indicated by maintaining or increasing their NWEA-Map percentile from winter to winter. Kindergarten data will review their grade level measures on common assessments (fall - spring).	Year 3: - NWEA-Map scores from winter to winter - AIMS web - Rate of improvement for students with IEPs or in interventions - Grade level measures such as common assessments - DLM data	Year 3: - Continue to update and follow the math action plan and ELA Action Plan - Continue to train elementary teachers in Science of Reading strategies through the Cox Campus On-line 30 hour course that was started no later than July of 2025. - Provide training for teachers on the adopted materials and instructional strategies. - Continue to share best practices in writing and comprehension from the science of reading’s Turning the Tide fall conference.	Amy Wildberg Dawn Brandner-Heier Carla Brost Elizabeth Rachu	
GOAL 2 - By 2028, 100% of students who have been identified by staff as struggling to persevere or finish assignments will be given appropriate interventions and/or training to grow in this area.				
Year 1: By the spring of 2024, we will improve the number of students who score a B on the report card criteria of “able to independently finish	Report card SEL (Social Emotional Learning) behavior data based on the CASEL framework	- Research other ways to improve behaviors at the elementary. - Continue to implement a SEL curriculum, such as Second Step or teacher made activities. These lessons are based	Sarah Faude, Kylie Weiler, and Hilary Thums	

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assignments and tasks in a timely manner,” from 67% to 80%.	SEL Competencies rubric SEL Rubric	on the CASEL framework and focuses on a growth mindset - Continue to follow the elementary behavior action plan. - Institute the SEL report card rubric consistently throughout the buildings and at each grade level when assessing students on their behavior.		
Year 2: By the spring of 2025, we will have finalized the report card standards that will be graded, correlated them to CASEL Standards, and trained 100% of staff on utilization of supporting resources for consistent grading.	Year 2: - Report card SEL (Social Emotional Learning) behavior data based on the CASEL framework - SEL Competencies rubric SEL Rubric	Year 2: - Continue to implement & track number of teachers utilizing a SEL curriculum, such as Second Step or teacher made activities. These lessons are based on the CASEL framework and focuses on a growth mindset - Continue to follow the elementary behavior action plan. - Finalize the SEL report card rubric consistently throughout the buildings and at each grade level when assessing students on their behavior. - Compile examples and strategies for each standard	Sarah Faude, Kylie Weiler, and Hilary Thums	Based on our quarterly reviews of our SEL data, we have continued to see a need to do more to support students ability to focus as measured by one of our SEL categories. However, after multiple years of introducing new SEL curriculums we are not seeing growth in this universal area. Therefore, we reviewed the standard and noted that our expectations were higher than the CASEL standard. Therefore, we have adjusted the category to read that students will be able to “with adult guidance” be able to focus on a task.
Year 3:	Year 3:	Year 3:		
Goal 3 - By 2028, 100% of our students feel like they belong and have positive relationships with other students and staff.				
Year 1: By 2024, our student behaviors will be at or below the 75% national average and close to the national median, according to the SWIS data.	SWIS Data - Number of discipline referrals and type of referrals	- Provide counseling for students before, during and after school - Continue to hold Child Study Teams (CST) meetings to review individual improvement plans.	Sarah Faude, Kylie Weiler and Hilary Thums	

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	- Number of students involved in extracurricular clubs and activities - Student interview/input on positive relationship with staff	- Intervention team will continue to examine the SWIS data and SEL report card data and work to improve challenging areas. - Continue to follow the elementary behavior action plan. - Dot activity or invisible student survey		
Year 2: By spring 2025, grades 1-4 will have completed surveys and results show 100% of our students surveyed feel like they belong and have positive relationships with other students and staff.	Year 2: - Student interview/input on positive relationship with staff - Number of students involved in extracurricular clubs and activities	Year 2: - Conduct one on one interviews of each student to complete Positive Relationships survey - Create a set “Club” time during CLC to ensure all students are able to participate in before/after school club activities. - Increase the options for CLC clubs and find new ways to attract staff to run the clubs. - Involve community members in running clubs to increase the number of adults that a student can form a relationship with.	Kylie Weiler, Hillary Thums and Lindsay Ried	- Positive relationship interviews were completed, data was shared with staff. Follow up interviews were also held with students identified as having no connection. - CLC set club times were investigated. However, it was determined that focusing on a full grade level pull time better fit the intent of the grant. However, now that we have an established schedule we are ready to look to expand our partnerships beyond the public library and 4H.
Year 3: By spring 2025, grades 1-4 will have completed surveys and results show 100% of our students surveyed feel	Year 3:	Year 3: - Education around supportive adults survey - Guidance lessons / Goal of the Week videos educating students on what a caring, supportive adult looks like prior		

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like they belong and have positive relationships with other students and staff.		to the survey with 1st-4th grade students.		
Goal 4 - By 2028, will provide mental and physical health services or support for all of the students who have been referred for those services.				
Year 1: By 2024, 100% of our students who are referred for services are evaluated for services and placed appropriately.	- PK - 12: List of students who have been referred vs. list of students who are receiving services/support - Student services meeting agendas - Student Action Plans	- Continue to hold bi-monthly student service meetings with the following: - Agendas - Student action plans - Follow up on plans - Continue to hold Child Study Team (CST) meetings on students as requested. - Examine the results of CST team plans - Provide the Mental Health First Aid Training to all staff during inservice time	Student Service Team - Shannon Wiegel, Kylie Weiler, Hilary Thums, Natasha Mallak	
Year 2: By 2025, 100% of our students who are referred for services are evaluated for services and placed appropriately.	Year 2: - Mental Health Counseling Referral Services report - Physical Health Services report	Year 2: - Generate Counseling Referral/Services report to determine # of student serviced compared to referrals - Generate Physical Health Services report to determine # of student serviced compared to referrals - Staff Training on when/why to call for Child Study Team (CST) meetings and where to find previous CST documentation of supports - Staff Training on Roles and Responsibilities of Student Service Team members	Kylie Weiler , Hilary Thums, Shannon Wiegel, Dan Miller and Shelly Crank-Woller	- We now have a quarterly report that is shared that identifies the number of students being serviced at each building in multiple categories. - Student services team reviews student needs and staffing monthly - Taylor County Human service representative and Counseling Connections staff attend student services team meetings monthly to get updates on services.
Year 3: By 2025, 100% of our	Year3:	Year 3:		

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students who are referred for services are evaluated for services and placed appropriately.	- Mental Health Counseling Referral Services report - Physical Health Services report			
Goal 5 - By 2028, all of our parents will feel informed about their child's education and comfortable contacting their school.				
Year 1: By 2024, we will have reviewed our current state of parent involvement and have found specific ways to increase that involvement and ways that parents receive information from the school.	- Yearly parent survey (October parent/teacher conference) - Examine the number of followers on Facebook, SeeSaw, Google Classroom and how many people are being reached and or are interacting with the school.	- We will survey parents to find out what information they would like and how and when they would like it. - Increased frequency of the parent bulletin from monthly to weekly (already started this) - Examine why, how and how often teachers communicate with their parents. - Find ways to increase the number of opportunities parents come into the school (inviting families for special projects, math/reading training, and other fun classroom, grade level or building events). - Increase the number of followers on our Facebook page.	Dan Miller & Shelly Crank-Woller	- Conducted CLC Family satisfaction survey (Results available end of August) - Parent bulletin weekly - have begun adding Parent tips to bring awareness to certain resources. - Held staff meetings to discuss current practice for when and how we communicate student progress and what is being taught weekly. - Worked with PTO to offer morning and after school gatherings.
Year 2: By May 2025, we will have reviewed our current state of parent involvement and have found specific ways to increase that involvement and ways that parents receive	Year 2: Parent Teacher Conference Satisfaction Survey Google Form Link - Staff Survey	Year 2: - In October, we will survey parents to find out what information they would like and how and when they would like it. - In September, we will examine why, how and how often teachers communicate with their parents and share results	Dan Miller, Shelly Crank-Woller, Lindsay Ried and Dawn	- Surveys were conducted in October of 2024. MAES Parent Survey Results SES Parent Survey Results - CLC opportunities were adjusted

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information from the school.	CCLC Grant report	and expectations with staff to expand our offerings. - Utilize PTO and CLC grant offerings to increase the number of opportunities parents come into the school (inviting families for special projects, math/reading training, and other fun classroom, grade level or building events). - ACT 20 parent reporting	Brandner- Heier	from family sign up to making activities available for all through grade level breakout rooms. ACT 20 requirements created opportunities for more communication to parents regarding universal assessments that were provided for oral reading fluency and accompanying Personal Reading Plans.
Year 3:	Year3:	Year 3: Intervention staff will share quarterly reading updates along with ACT 20 data and progress monitoring through an updated parent form.	Reading Intervention Staff	
Goal 6 - By 2028, the number of community members and organizations volunteering within our schools will increase.				
Year 1: By 2024, we will have examined the current state of the use of volunteers within the building and made positive changes to increase volunteers.	- A list of volunteers at each school; - A list of organizations volunteering or involved at each school - Number of families participate in the Families Being Involved activities. (PK), CLC activities, One	- Survey staff to find out how many have booster clubs, parent volunteers, etc. - Reestablish Medford READS. - Look into other volunteer organizations like Foster Grandparents, etc. - Increase the number of partner organizations in CLC and summer school activities, clubs and events.	Lindsay Ried & Dan Miller	

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	School, One book activities.			
Year 2: By 2025, we will have examined the current state of the use of volunteers within the building and made positive changes to increase volunteers.	Year 2: - A list of volunteers at each school; - A list of organizations volunteering or involved at each school - Number of families participate in the Families Being Involved activities. (PK), CLC activities, One School One book activities.	Year 2: - Administer staff survey to determine current volunteer and community connections. - Move volunteer registration and staffing management from Jamie Porath to Lesia Fuchs - Reestablish Medford READS as an afterschool program through CLC - Continue to use the Nita M Lowey CCLC grant to increase the number of partner organizations with CLC.	Lindsay Ried & Dan Miller	31 staff members completed the community connection survey. - It was decided to focus on the structure and staffing of the MAES CLC prior to adding more options to our programming as a way to increase safety and overall positive feel of the afterschool program. - As of March we are finally ready to start looking for more opportunities and will plan to add this to our CCLC action plan for 2025-26
Year 3: By 2025, we will have examined the current state of the use of volunteers within the building and made positive changes to increase volunteers.	Year3: A list of volunteers at each school; - A list of organizations volunteering or involved at each school - Number of families participate in the Families Being Involved activities.	Year 3: Administer staff survey to determine current volunteer and community connections. - Reestablish Medford READS as an afterschool program through CLC - Continue to use the Nita M Lowey CCLC grant to increase the number of partner organizations with CLC - Offer Professional Development to staff on how to get more volunteers into their classroom (Krissy Dix - volunteered to offer this as a seminar on her community involvement .)	Dan Miller Beth Wesle See Dawn for Mystery Readers Krissy Dix	

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	(PK), CLC activities, PTO activities, Mystery Readers			