

2018-19  
To  
2021-2022  
Summit Environmental School  
School Improvement Plan



School improvement plans are a catalyst for both alignment and focus. While all schools need goals and plans, those do not need to be exclusively "test output" goals as there are many considerations (head and heart goals) when seeking to positively impact achievement. That said,

whether you are focused on academic or "other" goals via your site plan, you should include "measurable" components; this allows for a baseline, or growth, to be measured. Did the action plan lead to growth? To address that inquiry, it takes some form of measurement.

As the school year progresses, a natural "evolution" occurs; thus, it is perfectly understandable that your school improvement plan will also evolve throughout the year. Each year on June 15th, there should be a "snapshot" of your school improvement plans along with progress placed in the yearly folder for archival purposes. Your new school improvement plan should then begin on June 16th on a new document, but can simply be a continuation of your work.

The link below takes you to a folder where school site plans are housed, so colleagues can learn and grow from each others' great work. The previous year's plans are there for reference and can provide longitudinal data.

[School Improvement Plans](#)

**The 2017-2018 Staff Development Plan**

<https://docs.google.com/document/d/1J4UhC1nj9InOm5glSMtMuC7cpThPbAZiOIUBJl1x2g/edit?ts=5935bcfa>

**The 2018-2019 Staff Development Plan**

[https://docs.google.com/document/d/1H\\_Mv9ibBv8UkEEMDcAwzi8HSubCFFCTz49QnYBx3XJ0/edit?ts=5b17ed65](https://docs.google.com/document/d/1H_Mv9ibBv8UkEEMDcAwzi8HSubCFFCTz49QnYBx3XJ0/edit?ts=5b17ed65)

**The 2019-2020 Staff Development Plan**

[https://docs.google.com/document/d/1H\\_Mv9ibBv8UkEEMDcAwzi8HSubCFFCTz49QnYBx3XJ0/edit](https://docs.google.com/document/d/1H_Mv9ibBv8UkEEMDcAwzi8HSubCFFCTz49QnYBx3XJ0/edit)

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## Section 1: District Mission, Vision, and Strategic Goals

## Vision

Students will discover their talents and abilities and will be prepared to pursue their dreams and aspirations while contributing effectively to their local, national and global communities.

## Mission Statement

- Quality, equitable, and innovative educational opportunities for all students.
- Programs are designed to develop the student as a whole
- Resources are available to provide excellence in education
- Accountability to the public
- Effective communication and collaboration with the community

## Strategic Goals for Continuous Improvement: We will...

- Become the school system of choice in the region
- Graduate students who are career and college ready
- Promote student-centered, transformative practices

## Core Values:

- Honesty
- Respect
- Responsibility
- Compassion
- Self-Discipline
- Perseverance
- Giving

## Section 2: 2018-2019 Goals, Objectives and Intervention Strategies

Goal 1:	Goal Statement: Summit Staff will study Math Workshop strategies and implement a Math Workshop model in each K-5 math classroom this school year.
Rationale (How does it connect to the overall district instructional plan)/	Rationale Statement: Using a Math Workshop model is a district expectation and is one way to differentiate math universal instruction. Although some teachers have already dabbled in this approach a more consistent approach is needed throughout the building.
Connections (check all that apply)	<input type="checkbox"/> Safety <input type="checkbox"/> Engagement <input type="checkbox"/> Relationships <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Achievement
Overall Results (fill by June 15th).	

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
The instructional team will meet to discuss how best to move forward with Math Workshop training and implementation	Dirk Hunter Instructional Coach Other Key Staff	Background information on Math Workshop, Math Data from previous years	August	Completed Plan
Team will provide an overview of math workshop to teaching staff and get their input as to their needs for implementation in their classrooms	Lisa Gunnarson - IC Lacey Sinn - Title I Teacher	Math workshop overview materials	September 26, 2018	Terrific presentation with lots of options and formats presented
Grade level teams will meet with the instructional coach to discuss how best to move forward with math workshop at their grade level and to determine how best to meet teacher needs for implementation	Lisa Gunnarson - ID	Notes from September 26	September 27, 2018	Teams each approached this a little differently, some will be taking a half day to select MW activities, others will

				be doing this through PLCs
Each grade level team will work throughout the year with the IC to develop Math workshop activities along with an implementation plan	Grade level math teachers and Instructional Coach	Math Workshop materials, notes, etc	Throughout the 2018-19 school year	

Notes: \*\*\*\* Make copies of this section as needed for other building goals

## Section 2: 2018-2019 Goals, Objectives and Intervention Strategies

Goal 2:	Goal Statement: Continue our Focus on CSE including Focus on developing a consensus on Non-Negotiables - Cornerstone #1... and Examining Zones of Regulation alignment with PBIS & Responsive Classroom
Rationale (How does it connect to the overall district instructional plan)/	Rationale Statement: We have a continued district focus on creating school environments that are safe, that engage students, where staff consciously reach out to every student and developing more equitable programs for all. We need to develop consensus of our non-negotiables before moving on with several areas related to our Equity Work. We had several staff attend a training this summer on Zones of regulation and our PBIS team has agreed we should move forward with this approach with trainings for all staff.
Connections (check all that apply)	X Safety X Engagement X Relationships X Equity <input type="checkbox"/> Achievement
Overall Results (fill by June 15th).	

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
Send a team of teachers to the Zones of Regulation Training Spring of 2018	Lindsey Fox, Tracy Taylor-Johnson, Nicole Keucker, Megan Meyer,	Zones Materials	May 2018	The team attended and have the background now to plan for Staff Development
Summit's Zones Team will meet with PBIS Committee to discuss how Zones fits with PBIS & Responsive Classroom and how to move forward	Dirk Hunter Steph Shepard	Zones Committee and overview of Zones Materials	September 17, 2018	Committees met and it was agreed the Zones team will present to all staff and the PBIS Committee will have a Zones member on it to work on our new Matrix
Zones Team to present to entire staff in October...give teachers the opportunity to discuss how this fits with PBIS and RC....ideas for moving forward	Dirk Hunter Nicole Keucker	Presentation, Video and handouts	October 22, Staff Meeting	
Meet with Equity Team to discuss non-negotiables for moving forward with CSE Work	Dirk Hunter and Equity Team	Review of non-negotiable Materials	October 15, 2018	
Get Staff input on the non-negotiables and then have Equity committee finalize	Dirk Hunter & Equity Committee	Staff feedback sheets	December 2018	
Share out final non-negotiables with staff and identify next steps for CSE	Equity Committee	Copies of Final non-negotiables	January 2018	

Notes: \*\*\*\* Make copies of this section as needed for other building goals

## Section 2: 2018-2019 Goals, Objectives and Intervention Strategies

Goal 3:	Implement the 2018-19 year Environmental Range Plan
Rationale (How does it connect to the overall district instructional plan)/	As an environmental school we have continued work to ensure unique opportunities for students. We've just completed our 3 year Environmental Plan and all teaching staff will have responsibilities during implementation.
Connections (check all that apply)	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Relationships <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Achievement
Overall Results (fill by June 15th).	

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
Select environmental partners from the community will be asked to provide input/consult on the 3-5 year plan before it is finalized	Environmental Education Steering Committee		Minutes of meetings with select environmental partners from community	Draft of newly developed 3-5 year environmental education plan  Still arranging for Env Partners to review
Allow all grades 1, 3 & 4 teams time to meet to go	Environmental Education Steering Committee & Principal	October & November 2018	Final unit plans for each grade level team for the new science kit implementation	Old science kits, new science kits, Environmental

over the newly adopted science kits and to determine how environmental concepts can be included into these units				Education Science Unit Template  Three grade levels completed half day work
Develop a committee to examine how the community to use QR codes to access different information throughout the school and school grounds to learn about Summit's environmental work	Environmental Education Steering Committee  Wendy Fechner, Lisa Boyer, Dirk Hunte	Committee will generate a list of all topics that will have QR Codes, select staff assigned to develop script for each area, Meeting with Cat and Team to discuss how to get this started, limitations, areas of focus, associated costs, etc	Committee will meet monthly... October 1,	List of scripts to include is completed 15 scripts are completed
Finalize Summit School Brochure with updates to Environmental Focus	EED Steering Committee Nick Marcou	Old Brochure, List of key information to include in brochure, pictures, quotes, other	December 2018 and then monthly until completed	

Notes: \*\*\*\* Make copies of this section as needed for other building goals

### Section 3: Overall 5-year plan (building)

Progress towards equity is on-going. This page serves as a yearly summary of the progress towards the instructional priorities and foundational themes. In each column of this section, state a goal and briefly describe progress towards achieving that goal.

Year					
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2016-2017	Equity Cornerstone #1	History or Marginalization	Deficit vs. Asset Thinking Identity Development	Equity Research-Hattie Equity Audit each Spring	Setting Building Priorities...
2017-2018	Focus on PBIS Practices- Identify Tight vs. Loose	Responsive Classroom Trainings for all Staf  Mental Health Training with Liaison	Creating a Culture that supports all students  Equity Audit Review - determine progress towards goals	Continued Identity Work Focus on NA Boundary Schools & Act 31 Collection of student achievement data on Students of Color	Microaggressions - identification/reflection Review some Title I push in practices and results
2018-2019	Equity Team Identifies Non-Negotiables -areas of agreement or disagreement with trainings...input from all teaching staff	Discuss how to align school with non- negotiables  Each homeroom teacher diagrams which students leave their rooms to get supports elsewhere	Equity Audit Review  Continued trainings with Mental Health Liaison	Continued Identity Work	Instructional or support staff attend one PLC Mtg a month to hear about students/needs/offer ideas
2020-2021	Review Non-negotiables - set new areas of focus	Each homeroom teacher diagrams which students leave their rooms to get supports elsewhere	Equity Audit Review	Continued Identity Work	
2021-2022			Equity Audit Review	Continued Identity Work	

## Summit Environmental School

## Appendix A- Title I Schoolwide 18-19 Plan Information :

### 1. **Comprehensive Needs Assessment:**

[Summit Building Needs Assessment](#)

### 2. **Schoolwide Reform Strategies**

Based on the information analyzed in the comprehensive needs assessment, goals and strategies were created with stakeholder input to generate the school improvement plan (SIP).

### 3. **Instruction by highly qualified teachers**

The School District of La Crosse takes pride in hiring only highly qualified teachers. This means they all are fully trained, certified, and often experienced in the position they teach. Our faculty consistently has a high percentage of advanced degrees, and we do a good job of retaining some of the top staff in the state and the nation. Life events, such as retirement, childbirth, or illness, sometimes cause a need for a long-term substitute teacher. When this happens we always make every effort to hire a highly qualified substitute. All are certified teachers and most are licensed in the area in which they are substituting. In rare cases it may be impossible to find a teacher with a particular certification, such as special education. This may result in the district asking the Wisconsin Department of Public Instruction for an emergency license for such a teacher. The notification of highly qualified teachers is included in the school improvement plan and also in the fall newsletter. If you ever have any questions about the certification of any of our staff at Summit please call Dirk Hunter, Principal at 608-789-8816.

### 4. **High quality and on-going professional development**

Staff strategically plan for, access, and utilize professional development aligned to the School Improvement Plan. In addition to options at the building level. Staff also participate in district staff development as well as off-site opportunities.

- Math Improvement with Math Workshop
  - Presentation by Lacey Sinn-Title Teacher and Lisa Gunnarson-Literacy Coach did early release
  - Other time set aside for review/sharing/preparing Math workshop material.
  - Sent First Grade Teachers to conference on Math Workshop
  - Principal has a checklist for making sure people are doing Math Workshop.

- Reading Improvement
  - District provided 2 early release days to focus on an author on a reading topic
  - Wisconsin State Title Conference- Jan Richardson presentation attended by Lacey Sinn and Treena Schneyer.

## **5. Strategies to attract high-qualified teachers**

School District of La Crosse Board Policy

### **School District of La Crosse Administrative Policies and Regulations**

**5330**

#### ***PROFESSIONAL STAFF RECRUITING/HIRING***

The School District of La Crosse realizes that a sound educational system cannot be built and maintained without definite procedures for recruitment of personnel.

1. The quality of the educational program in any school system is dependent upon the employment and retention of high caliber professional personnel.
2. All currently employed professional personnel share a common responsibility for the procurement of the type of staff needed. They are expected to help in every way possible and specifically by making the system aware of outstanding prospects at every opportunity.
3. Teacher recruitment is the responsibility of the Director of Human Resources. Principals and Supervisors will assist as needed.
4. Consideration will be given to those applicants seeking permanent rather than temporary employment.
5. All professional personnel selected for employment must be recommended by the superintendent or their designee and approved by the Board of Education.
6. The district will recruit from and encourage applications from all segments of the population.
7. Application forms and hiring practices shall be annually reviewed relative to the employment of minorities.

Reviewed and revised by the Superintendent's Advisory Team: 03/13/13

Board of Education Informed: 03/15/13

## **6. Strategies to increase parental involvement:**

- Email,
- Notes in the weekly newsletter
- Notes,
- phone calls,
- meet at PT Conferences twice a year,
- Presented Family Literacy Night on Bees 4/16/19. We had a beekeeper give a presentation and we gave out multi-leveled non-fiction books to all children who attended. We had over 100 attendees and gave out 70 books.
- Offered once a weekly After School Reading Club with a bussing available.

## **7. Plans for assisting preschool children in transition:**

The School District of La Crosse provides a variety of supports to students and parents/guardians during the transition from early childhood to Kindergarten. Students with special needs identified between the ages of birth to three and pre-school / 4K are supported via our partnerships with local medical agencies and social services. Our partnership with "Parenting Place" is one example of an established agency in La Crosse that provides counseling services and connects parents/guardians to resources available to support healthy social, physical and academic development for each child. Children identified with special needs are supported by our district's Special Education program.

All pre-school and 4K teachers are equipped with a rubric of skills and standards necessary for Kindergarten readiness. Each early childhood teachers provide a detailed report for Kindergarten teachers to examine associated with each student entering our Kindergarten classrooms. These individual reports provide a plethora of qualitative and quantitative data that serves as a guide for Kindergarten teachers as they support the transition of each student into the Kindergarten learning environment. All Kindergarten sites host a Kindergarten Open House prior to each school year. The purpose of the open house event is to provide an opportunity for students and parents/guardians to meet and converse with Kindergarten teachers- and other staff- as well as an opportunity to explore the school building and individual classrooms. Finally, the School District of La Crosse invites all early childhood teachers and administrators to our annual, district-wide professional development events. By, including our local childcare and pre-school partners in our district's professional development, as it pertains to equity, social justice, best practice and more, we are empowered to speak

a common language with our students and families which leads to increased trust and achievement for all students.

#### **8. Measures to include teachers in decisions regarding the use of academic assessments.**

Teachers at Summit Environmental School use a variety of informal, formative, and summative assessments to help determine student progress. Teams meet during professional learning communities (PLC's) to make instructional decisions regarding students which may or may not lead to participation in tier 2 or 3 interventions.

#### **9. Extra support given to students having difficulty mastering proficient and advanced levels of academic achievement.**

A Response to Intervention (RtI) framework is employed to help provide additional assistance to students that have not yet mastered the state standards. The needs for tier 2 and tier 3 outweigh our resource capacity. Therefore, a focus on the universal instruction of tier 1 is an emphasis. However, we have a robust tier 2 and tier 3 inventory. These interventions are categorized by academic areas of concerns. Student Management Teams (SMT) meet to determine the appropriate intervention for a student. These students are progress monitored and the progress is kept in our student information system. Students identified in need work in small intervention or individually to work towards mastery of grade level standards.

At the universal classroom level, we provide training to our teachers in Universal Design for Learning (UDL). Teachers are working towards better instructional practices to proactively design lessons to personalize learning for students. All of our new teachers are required to attend training on UDL. There is a focus on school culture. The focus on culture aligns to the emphasis on relationships, safety, engagement, and equity which will lead to the closing of gaps and better overall student outcomes by positively changing the classroom environment. We are a PBIS school. There are coaches in every building that work with their building teams to improve the culture and climate of each school.

#### **10. Coordination and Integration of Federal, State and Local Funds and Services**

Title I funds are coordinated to focus on the improvement of students in literacy and math. In partnership and collaboration, special education and ELL funds are used in conjunction with Title I funds to work towards closing the achievement gap, provide assistance to students having difficulty mastering the standards and meeting goals, and provide instructional support to students as needed.

- Teachers: 1.0-Treena Schneyer and .5 Lacey Sinn,
- Teachers Assistant: 1.0- Denice Barrett..
- Family Engagement refer back to #6

