

15

# Reuther Central High School Schoolwide Title I Plan

**Principal: Karen Walters**

# Kenosha Unified School District

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# REUTHER CENTRAL HIGH SCHOOL

## School Overview

### School Description

Reuther Central High School began serving students in 1971 as an alternative night school. Over the years the school moved to different locations, expanded its population, and used various approaches to meet the changing needs of the high school community, moving to its current location in 1980. When it began it was the only choice high school and it has remained a school where students can apply to attend regardless of their location within the Kenosha Unified School District (KUSD). The school has maintained a mission to provide a small school environment for learners with an emphasis on supporting students to develop learning habits, skills and confidence through personalized support.

### Mission and Vision

Reuther Central High School staff and students met to create revised mission, vision and values statements during the summer of 2015. The faculty met at the beginning of the school year and reviewed these and created vision statements and action plans for overall development needs. (Appendix. pg. 23-24)

### Course Offerings

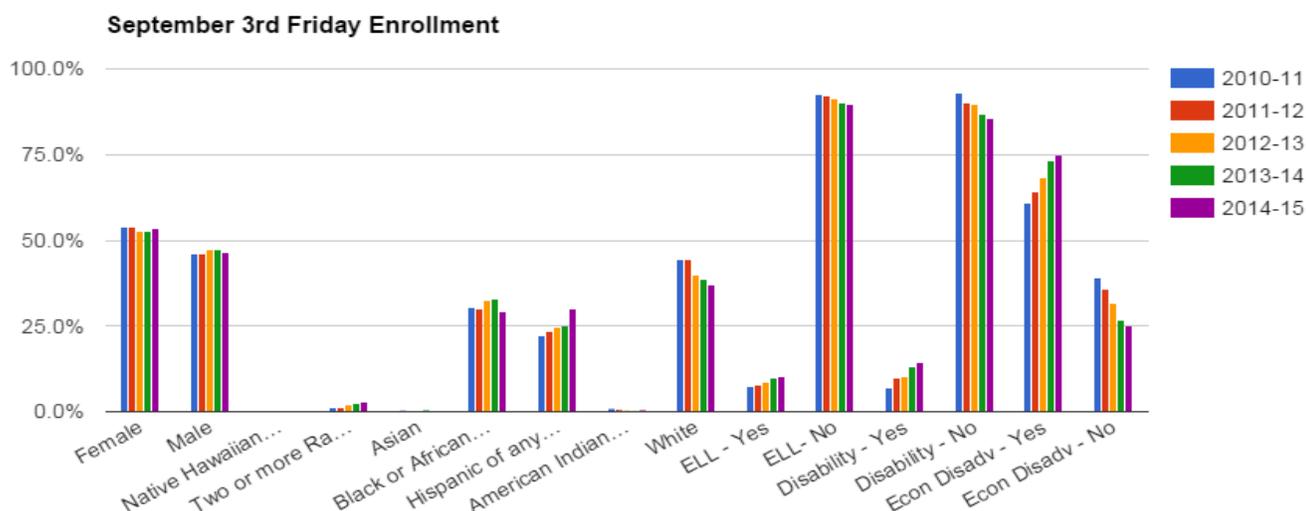
Students are interviewed and accepted to the school based on their interest and parent support for the choice, seat availability at grade level and in the specific program for which they are a fit. Currently the school serves approximately 400 - 425 students annually (see pg. 5 for demographic enrollment chart). Most students (approximately 280-300) attend in the “Blended Learning Academy” which offers classes in all requirements for the 23-credit diploma which is the same as the other district high schools. The curriculum for these courses follows the district course syllabi. Students attend from 7:50 - 3:20 each day except on Fridays where they are released at 1pm for lunch and dismissal. In addition, teachers plan lessons in math, English, Social Studies and Science to provide extra help to students. An area of emphasis is the development of differentiated learning opportunities using digital learning options and small group instruction within a block-scheduled course. Students take the basic district curriculum courses, and when they are in 11th and 12th grade can take Youth Options college courses if they meet requirements. Students in 9th and 10th grade have all year math and English/Reading exposure. Electives include Music, Cooking, Business, Physical Education and Health, elective content classes such as in social studies and science, and Family and Consumer Education offerings. Students also occasionally take an Eschool class to add to their course opportunities.

About 100-120 students attend in an independent learning classroom setting that uses Compass software credit recovery courses supported by two teachers leading to the 23 credit diploma, or in the 17-adult

education lab classroom where students work to complete requirements for the KUSD, supported by one teachers. These opportunities are considered interventions for students who are credit deficient at the high school level.

Overall enrollment of the school has trended downward starting with the addition of a charter school to the building (first year was 12-13) which now inhabits half of the building. However, there were 415 enrolled students in the 14-15 school year and the school now is on track to maintain that enrollment.

The Enrollment chart below indicates trends of increasing Hispanic, with stable Black population and some decrease in the White student population. There is also a trend of increasing Economically Disadvantaged students.



### School Community Relations, Partnerships and Expectations

Reuther Central High School enjoys a very positive relationship with parents and community. Often student applicants apply due to either parent or sibling or other family member prior enrollments. The school staff make special efforts to form connections with students and parent/guardians. For example, staff members regularly contact parents with concerns, schedule parent conferences and make home visits.

Reuther Central High School staff participate in partnerships with Carthage College for literacy

activities, Gateway Technical College for support for students to explore careers and college entrance activities (includes a GTC staff member that spends time weekly at the school), and Community Impact Programs (a community Outreach Worker has an office at the school and works with students (parents and students have a voluntary relationship with the agency worker).

The school is in the initial phases of Positive Behavior and Intervention Supports (PBIS) to create and evaluate school expectations and climate. In addition, the school staff commit to working with Capturing Kids Hearts (Flippen Company) processes in classrooms to build community and evaluate social goals and classroom participation using a process for social contract that are created by the teacher and students. This includes developing students through Teen Leadership experiences in formal class electives and clubs. The school staff also support ongoing Students Against Destructive Decision Making team experiences.

### **Schoolwide Planning for Parent Involvement - Joyce Epstein Model**

During the 2013-14 school year a Joyce Epstein approach was initiated to meeting with parent and community and to create goals.

Goal areas include a freshman home visit for all new freshman at the beginning of the school year, a freshman open house and a parent resource fair during the first parent conference evening in October. These were completed in the Fall 2014 and will continue in Fall 2015.

Parental involvement is included in all Title I meetings. In addition, parent conferences were held during two weeks in Fall 2014 and Spring 2015 and will be held again during two week periods in 2015-16. Parents are involved in all orientation/interview points of decision-making at school entrance including review of parent-student-teacher compact.

### **Informing Parents**

Parents receive calendars of important schedule and events, invitations to meet with teachers and support staff through initial letters and quarterly newsletters, reminder all - calls for important events and parent meetings, and special letters for students that are in need of additional support, calls from teachers and support staff and home visits. An annual meeting will be scheduled to invite all parents to hear the Title I plan, their rights for involvement and explanation of requirements. A Parent Involvement Policy is updated each Fall describing how planning, review and improvement of Title I programs is achieved with parent input.

### Parent Involvement Opportunities 2015-2016

Activities	Dates
Vision Sessions	Summer 2015
Individual Parent /Student Interviews	Summer 2015 / Ongoing
Open House for Ninth Grade	September 19, 2015
Fall Title One Meeting	October 30, 2015
Fall ELL Parent Meeting	October 27, 2015
Fall Parent Conferences	October 27 & 29, 2015
Fall Joyce Epstein Review	November 19, 2015
Mid Year Title One Meeting	January 22, 2016
Open House for 8th grade parents	January 11, 2016
Spring Parent Conferences	February 2016
Spring Joyce Epstein Review	TBD
Spring Title One Meeting	June 2016

### Title I Schoolwide Team

Name	Title
Karen Walters	Principal
Nancy Weirick	Assistant Principal
Alyssa Sigman	Dean of Student Engagement
Anna Bosco	Instructional Coach
Siovahn Woolum	Reading Teacher
Lori Mihelich	Head Secretary
Allie Zusan	Instructional Technology Teacher
Jane Wasurick	Parent
Felecia Mable Wade	Parent
Rob Neu	KUSD Administrator
Christian Lober	Math Teacher
Carly	Student (attended Vision meetings)
Stephanie	Student (attended Vision meetings)
Felix	Student (attended Vision and Title I rep.)
Amari	Student (attended Vision meetings)

### Joyce Epstein Parent Community Team

<b>Name</b>	<b>Title</b>
Karen Walters	Principal
Lakiela Harris	Parent
Courtney Fiegel	Parent
Anna Bosco	Instructional Coach
Atifa Robinson	Parent
Deena Boyington	Parent
Carmen Delgado	ELL Teacher
Alicia Chapa	Secretary
Pat Demos	Community School Relations Rep
Dennis Bedford	Boys & Girls Club Community Member
Jack Rose	NAMI Community Member

### Schoolwide Team Meetings 2015-16

(Oversight committee meetings)

<b>Date</b>	<b>Topic</b>
October 30, 2015	Overall Title I Plan Updates
January 22, 2016	Data, carryover discussion/decisions
May- June, 2016	Final Data, 2015-16 Goals/Plan

# Schoolwide Plan Components

## Comprehensive Needs Assessment

### Process

The process for reviewing the plan for Title I School wide plan is to review data to identify need areas with a team approach, identify priorities based on those student needs, come to consensus on strategies to meet those needs and align expenses with selected strategies.

Data review for the 15-16 school year includes ACT supported by NWEA MAP scores in Reading and Math for 9th and 10th grade students to assess progress. The ACT in version ACT Aspire (grades 9, 10) and college entrance ACT (grade 11) were provided in the 14-15 school year establishing a baseline. Staff reviewed NWEA MAP beginning, middle and end year results. MAP testing is again planned for the 15-16 school year at three times for 9<sup>th</sup> and 10<sup>th</sup> graders. In addition, other indicators were reviewed such as graduation rates, attendance, discipline data.

For the 15-16 school year Reuther will also engage in the Teacher Effectiveness program and there are Student Learning Objectives (SLOs) for the school and established by teachers. This is the second year for this process.

The school Title I team met three times formally to review data and plans in the previous year. As the 14-15 school year progressed into mid-Spring, the team reviewed blended learning professional learning and teaching processes. Needs were again identified in Reading, math and student engagement. Strategies selected to address these needs fall into three primary areas of differentiation, professional development and staffing to support student intervention, staff development and planning.

The school wide plan and annual review of progress is communicated through the school's website, staff meetings, parent/community partnership meetings and is available for review also in the school's main office.

## Program Data - Strengths and Needs

Reuther High School Percentage Rates					
	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Attendance</b>	82.75%	86.57%	86.02%	84.72%	90.6%
<b>Dropouts</b>	3.77%	2.98%	3.59%	4.06%	Not Available
<b>Expulsions</b>	0.0%	0.20%	0.22%	0.00%	0.26%
<b>Habitual Truants</b>	63.46%	64.71%	64.49%	65.00%	41.1%
<b>Retentions</b>	10.36%	13.18%	17.63%	Not Available	Not Available
<b>Suspensions</b>	28.49%	23.33%	24.94%	25.50%	25.65%
* 2014-15 Dropouts and Retentions figures have not been verified by DPI					

The chart above demonstrates that Reuther has a population with various risk indicators suggesting that they may not graduate. *Lower attendance than district averages and higher habitual truancy and suspension demonstrate a need for continued focus on school culture and engagement, while some improvement in attendance rate is noted. The school drop-out rate is within range of expected DPI levels.*

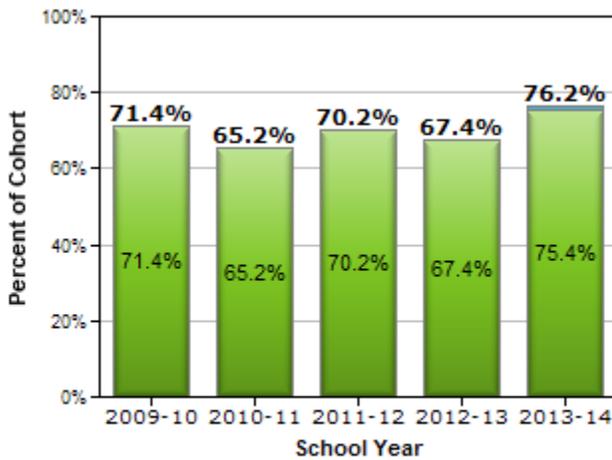
*The following sections will suggest that overall school data shows student need areas in Reading and Math as indicated by students not meeting norms as indicated by ACT Readiness benchmarks (see Specific Areas of Need below) and MAP norm results. However, reading and math growth indicators as measured by NWEA MAP (see Program Strengths below) show improvement as measured by students meeting targeted growth goals at higher than average percentage levels. While various risk factors are evident in other data such as truancy and suspension rates, graduation rates show continued promise for students to achieve a diploma in spite of lower achievement rates on standardized tests either through achieving credits or through a competency diploma option although for some students this takes longer than the standard four year high school timeline.*

Trends in graduation rates have shown that while Reuther may still lag behind some schools in their 4 and 5 year graduation rates for ALL students that join the school, retention rates show improvement and students who attend starting in their 9th grade year overall show comparably positive graduation rates (see table below). As the population increases at the 11th and 12th grade years (Reuther attracts students from other high schools who are credit deficient), students may not graduate in four years, however the 6 year graduation rates show that students continue and graduation rate increases. Students achieving an alternative diploma are not in the rates below from Wisedash and increase the graduation rate further.

**Kenosha Unified School District  
Cohort 4-Year Graduation Rate  
(based on students enrolled on 3rd Friday in 9th Grade)  
Classes of 2009 through 2014**

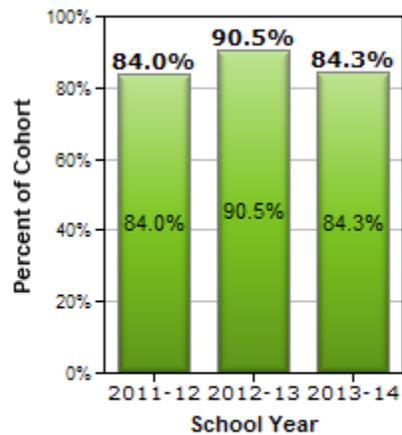
	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
Bradford	80.5%	84.2%	83.8%	80.6%	85.1%	83.1%
Harborside	NA	NA	91.6%	91.9%	96.9%	94.4%
Hillcrest	25.0%	28.6%	50.0%	45.5%	50.0%	66.7%
Indian Trail	79.5%	81.1%	82.0%	81.6%	81.8%	90.1%
Kenosha eSchool	NA	NA	NA	66.7%	50.0%	57.1%
LakeView	84.8%	90.5%	91.9%	95.2%	96.7%	97.8%
Reuther	81.3%	80.8%	71.1%	77.4%	82.9%	93.8%
Tremper	84.3%	86.6%	83.7%	85.5%	89.9%	87.8%
<b>District</b>	<b>81.8%</b>	<b>84.6%</b>	<b>83.7%</b>	<b>84.0%</b>	<b>87.2%</b>	<b>88.4%</b>

Source: WISEDASH



■ Completed - Other  
■ Completed - HSED  
■ Completed - Regular Diploma

**4 year Graduation Rates**



■ Completed - Other  
■ Completed - HSED  
■ Completed - Regular Diploma

**6 year Graduation Rates**

Source: KUSD

## Reading and Math Growth

Overall rate of growth as measured by NWEA MAP showed improvement within a grade level in students meeting their growth goal as measured by this assessment. over the last two years. NWEA states that a school rate of 50% meeting or exceeding RIT growth goals is expected. Rates of students meeting their RIT growth goal are among the highest in the district in 2014-15.

**MAP Met or exceeded RIT Growth**

	<b>2013-14</b>	<b>2014-15</b>
Grade 9 Reading	51.9%	95%
Grade 10 Reading	39%	75.7%
<b>TOTAL</b>	<b>46.2%</b>	<b>85.7%</b>
Grade 9 Math	63.2%	69.2%
Grade 10 Math	52.3%	59.6%
<b>TOTAL</b>	<b>58.4%</b>	<b>64.0%</b>

This second table also shows that percentage of students meeting or exceeding the norm increases from Fall to Spring as measured by the NWEA MAP assessment.

### Reading and Math Norm results 2013-2014 and 2014-15 (MAP)

#### Grade 9 Reading

Fall 13-14	22.1% met/exceeded norm	Spring 13-14	27.3% met/exceeded norm
Fall 14-15	26.1% met/exceeded norm	Spring 14-15	37.2% met/exceeded norm

#### Grade 10 Reading

Fall 13-14	31.7% met/exceeded norm	Spring	33.3% met/exceeded norm
Fall 14-15	20.8% met/exceeded norm	Spring 14-15	37% met/exceeded norm

#### Grade 9 Math

Fall 13-14	11.1% met/exceeded norm	Spring	12.3% met/exceeded norm
Fall 14-15	13.3% met/exceeded norm	Spring 14-15	23.8% met/exceeded norm

**Grade 10 Math**

Fall 13-14	24.4% met/exceeded norm	Spring	28.9% met/exceeded norm
Fall 14-15	18.5% met/exceeded norm	Spring14-15	20.4% met/exceeded norm

**Specific Areas of Need**

**ACT Baseline - 11th Grade Reading and Math**

In 2014-15, Reuther 11th grade students took the ACT as a class for the first time. In this baseline year when 84 students were tested, only a small percentage of students are meeting college ready benchmarks as measured by the ACT test. This pattern mirrors the readiness levels of students as they enter Reuther in earlier years. See table below.

Percent of students who met ACT college ready benchmarks				
84 students	Math School	Math State	Reading School	Reading State
2014-15	2 percent	38 percent	6 percent	36 percent
Average ACT Scores				
84 students	Math School	Math State	Reading School	Reading State
2014-15	14.9	20	15.1	20.1

The ACT results for grade 9, 10 and 11 with a breakdown by demographic for percent that meet college and career readiness. **The percent students in Black/African American category is lower than Hispanic or White percentages meeting this standard in grades 9 and 10 however in grade 11 the results were more mixed.**

<u>Grade 9</u>	<u>English</u>	<u>Writing</u>	<u>Reading</u>	<u>Science</u>	<u>Math</u>
Am Indian/Alaska Native	None or < 4				
Black/African American	11%	11%	0%	0%	0%
Hispanic or Latino	25%	26%	21%	0%	21%

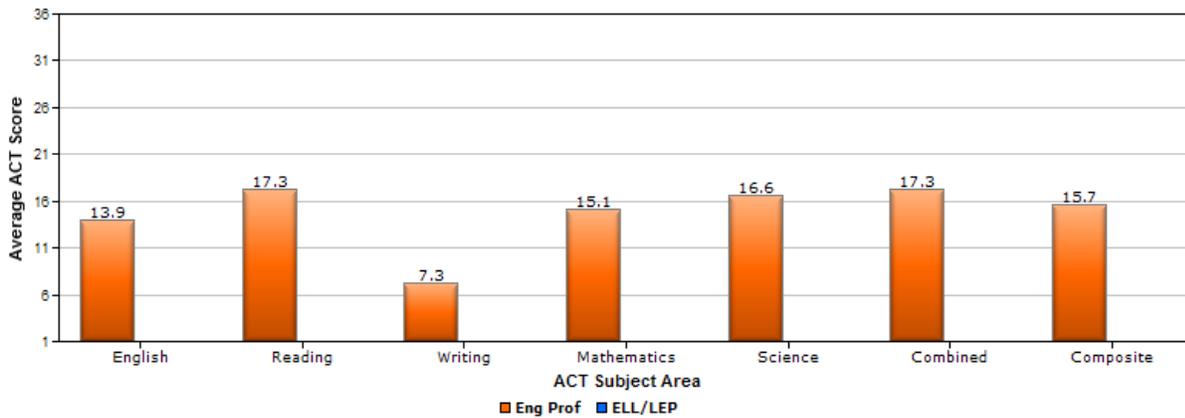
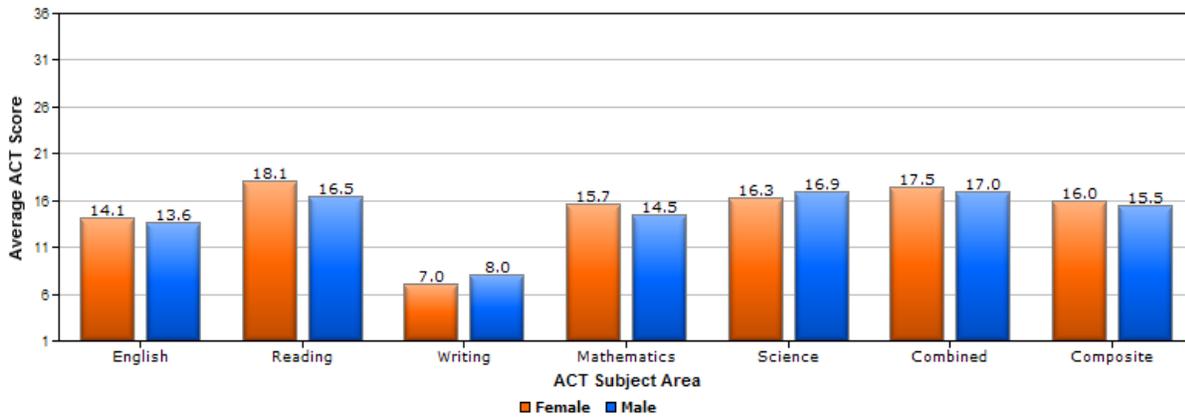
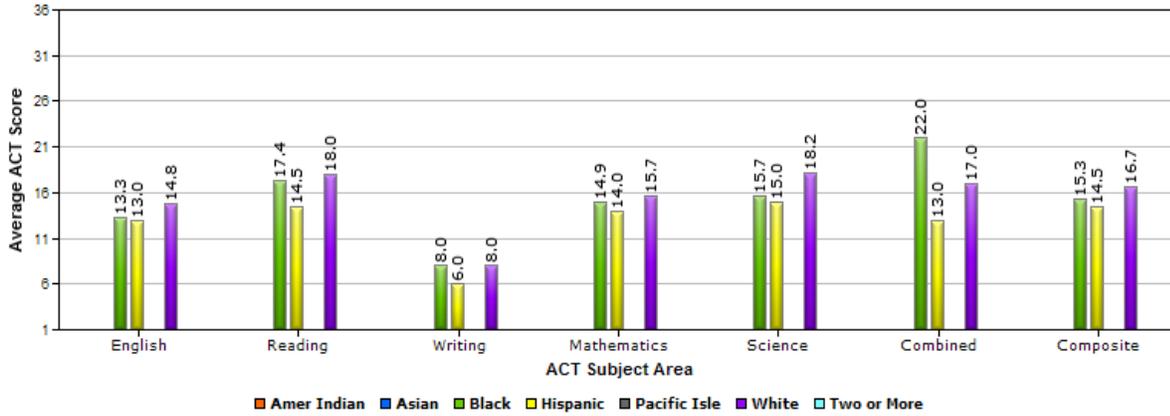
White	33%	21%	21%	3%	21%
Female	28%	21%	23%	0%	9%
Male	30%	17%	13%	4%	25%
<b>Total Grade 9</b>	<b>29%</b>	<b>19%</b>	<b>18%</b>	<b>2%</b>	<b>17%</b>

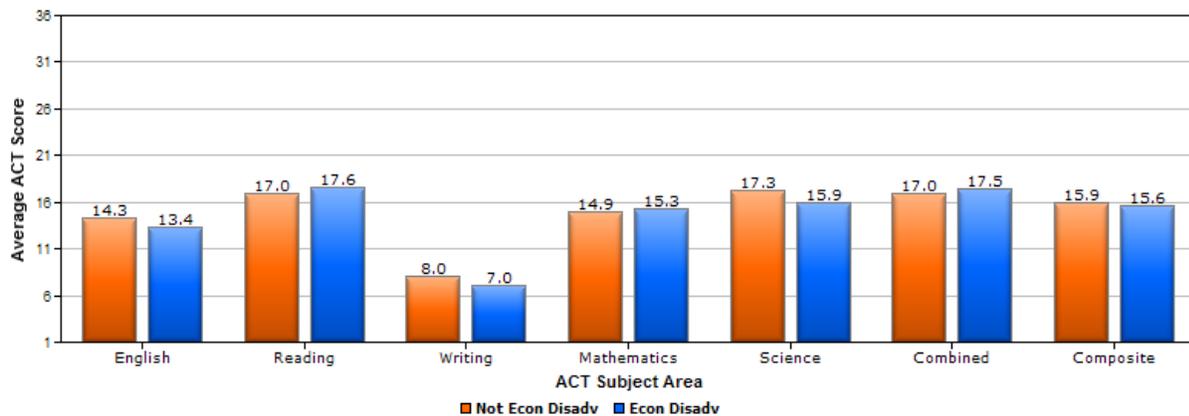
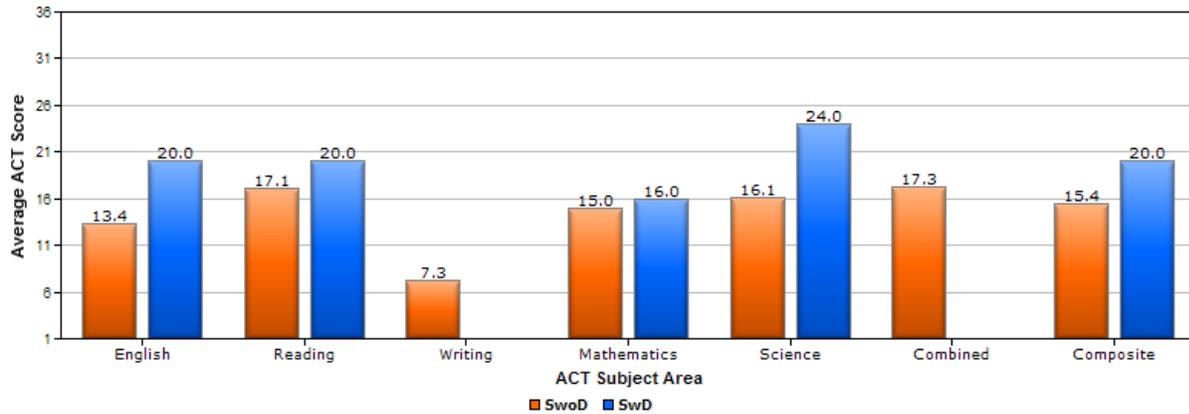
<b><u>Grade 10</u></b>	<b><u>English</u></b>	<b><u>Writing</u></b>	<b><u>Reading</u></b>	<b><u>Science</u></b>	<b><u>Math</u></b>
Am Indian/Alaska Native	None or < 4				
Black	6%	0%	0%	0%	0%
Hispanic or Latino	19%	12%	11%	0%	0%
White	27%	17%	11%	5%	2%
Female	25%	12%	4%	4%	0%
Male	17%	13%	11%	3%	3%
<b>Total</b>	<b>20%</b>	<b>12%</b>	<b>8%</b>	<b>4%</b>	<b>2%</b>

<b><u>Grade 11 (n=84)</u></b>	<b><u>English</u></b>	<b><u>Writing</u></b>	<b><u>Reading</u></b>	<b><u>Science</u></b>	<b><u>Math</u></b>
Am Indian/Alaska Native	None or < 4				
Black	9%	NA	5%	0%	5%
Hispanic or Latino	5%	NA	5%	0%	0%
White	14%	NA	7%	4%	0%
Two or more races					
Female	10%	NA	4%	0%	2%

Male	12%	NA	9%	6%	3%
<b>Total Grade 11</b>	<b>20%</b>	<b>12%</b>	<b>6%</b>	<b>4%</b>	<b>2%</b>

**2014-15 GRADE 11 ACT Result by RACE, GENDER, ELL, DISABILITY, ECONOMIC STATUS**





## Priority Areas, School-wide Reform Strategies and Ensuring Student Assistance

### Priority Area

Analysis of ACT achievement data revealed needs across all demographic areas. After careful review of student performance data Reuther Title I team is focusing priority on **economically disadvantaged** students because the team recognizes this encompasses each of the subgroups in need of improvement and this is the focus of Title I. A watch for any trend in subgroups with a second year of data will help to consider other greatest areas of need. A particular watch area is for Hispanic students who scored on average slightly lower on most subtests. Reuther's the following percentages represent households that qualified for free or reduced lunch during the respective school years:

2014-2015- 77.46%.

2015-2016- 78.43%.

## **Reform Strategies (and rationale)**

Reuther has been working with an approach to address differentiation and targeted assistance is “**Blended Learning**”. This requires a use of digital learning and small group instruction incorporated to traditional teaching practice, especially in English/Reading and Math environments to address the greatest needs. Small group and differentiated learning experiences can be used to work with targeted student groups based on their assessment data. Additional assessment is incorporated into Reading and Math digital assessment and instruction tools, pretesting tool with ACT, and related instructional practice improvement.

Rationale: This approach was selected to address increasing students skills and confidence up to grade level while continuing to teach grade level curriculum. Reading and math needs are significantly indicated across groups and with most students, however, they are at all different levels for different reasons. This approach allows for increased practice in these areas at a student’s level as well as increase teacher contact through grouping. A focus on all student groups is provided with the ability to look at individual student improvement as they work in their differentiated assignments.

To support student success and address problems of student effort, attendance and engagement, Reuther is working with a school-wide approach, “**Capturing Kids Hearts**” to develop classroom student engagement processes in order to improve attendance and student behaviors that lead to learning.

Rationale: Student engagement approaches that focus on relationships, classroom teacher communication of expectations, classroom culture and climate, prevention of behavioral problems through classroom teacher communication of expectations and processes for student reflection are all part of the Capturing Kid Hearts model. It is believed that using this approach as a school wide model will increase student learning in areas of classroom participation skills, self reflection and self regulation in behavior skills, all needed to improve their confidence and leading to improved attendance and behavior. Consistent professional development and school wide approaches of Capturing Kids Hearts and PBIS improve school implementations and outcomes according to research on these approaches. For targeted groups of students, data will continue to be monitored and individual interventions will be developed for students that are struggling. However, the overall process being in place is hoped to improve engagement for all students.

Selected strategies to address identified priorities and strategies can be grouped into three main approaches including Differentiation, Professional Development, and Staffing.

### **Differentiation Strategies (Blended Learning and Integration of Technology in instruction)**

Each of the following intervention tools provides opportunities for personalized instruction, assessment for reteaching, practice in reading and/or math.

Reading - Achieve 3000 - Reading Instructional Software (Differentiated informational text)- Support students at their reading level with practice articles in informational text format

Reading- Scholastic Read 180 software and instructional materials - Support students in bottom quartile with an intervention level class

Math- Alek- Math Instructional Software (Differentiated math lessons)- Support students at their level with math lessons connected to the course material.

Reading and Math- Compass MAP aligned instructional software pathways - Support students with math and reading practice at their level of assessed skill through personalized path lessons.

One to one laptop computers for student use to provide access to technology supports - Provide access for students to digital practice in any classroom.

Promethean Technology for instruction - provide in classroom practice, visual reinforcement of lessons, including use of interactional features for greater student engagement.

Assessment for and of learning - Naiku instructional software - provide more frequent assessment and data collection on learning targets.

### **Professional Development Strategies (Blended Learning, CKH, focused assessment)**

Each of the following professional development opportunities support student learning by engaging teachers to develop increased skills in differentiation, instruction with technology tools and other focused strategies to improve formative assessment, reading and math instruction and student engagement. Greatest needs in reading and math are addressed through integrating instructional software into English, Social Studies and Math classes that allow for differentiation. In addition Reuther staff are developing this “blended learning” approach to instruction through updated professional development, (see rationale above - Blended Learning).

Reading - Achieve 3000 - review student data, instructional practice supported by software

Attend State Reading conference (English/Reading teachers)

Read 180 Introduction (new Reading teacher)

Math - Alek - use of instructional software (Math teachers)

Attend State Math conference (Math teachers)

Blended Learning- INACOL (principal, instructional coach, instructional tech teacher, two classroom teachers)

ACT - Professional development for teachers to develop knowledge and skills for instruction to building on professional development from last school year - building on teacher understanding of ACT results (see Teacher Involvement in use of Academic Assessments - later section). This will include learning to use student pretesting, focus on question results in pretesting in order to provide direct feedback to students based on their results in target areas.

Student Engagement practices - Capturing Kids Hearts - building staff capacity for student engagement practices. This professional development is continuing to work on the student needs represented in attendance and discipline data through developing teacher classroom engagement practices across all classrooms.

### Staffing Strategies - Further Assistance to Students Beyond the Classroom

1. Academic support - after school tutoring - Teachers work with students after school to re teach at the 9th grade starting at the beginning of the school year. Credit recovery and homework assistance time is incorporated into the school day through specific class times including a special end of school day block called iBlock for all grade levels. Student data will be observed and additional after school teacher help at grades 10-12 will be added in January. Rationale: Students with greatest needs are offered additional support.
2. Professional Learning Community pay for teachers during Summer and afterschool - reviewing student performance data, writing curriculum, making cross curricular connections, developing skills on school reform strategies (PBIS/Capturing Kids Hearts/and other instruction strategies) Rationale: Teachers will continue to develop their skills to differentiate for targeted student needs.

### Highly Qualified Teachers

Staff Demographics*	2015-2016
Administrators	1.5
Classroom Teachers	25.5
Male Classroom Teachers	9
Female Classroom Teachers	16.5
Emergency Certified Teachers	1
LAP Teachers	.6 part time
Bilingual Teachers	-
Special Education Teachers	4
Counselor/Social Worker/Psychologist	5.5
Instructional Coach	1
Library Media Specialist	.5
Instructional Technology Teacher	.5
Educational Assistants	no classroom (1.5 clerical EA)
Dean of Behavior	1
Dean of Engagement	1

*\*Some positions are duplicated*

## Professional Development

### Faculty Meeting Schedule

September 2<sup>th</sup> and 16<sup>th</sup>  
 October 7<sup>th</sup> and 21<sup>st</sup>  
 November 4<sup>th</sup> and 18<sup>th</sup>  
 December 2<sup>th</sup> and 16<sup>th</sup>  
 January 6<sup>th</sup> and 20<sup>th</sup>  
 February 3<sup>rd</sup> and 17<sup>th</sup>  
 March 2<sup>th</sup> and 16<sup>th</sup>  
 April 6<sup>th</sup> and 20<sup>th</sup>  
 May 4<sup>th</sup> and 18<sup>th</sup>

### Specific PD Topics Calendar 2015-2016

<b>Topic</b>	<b>Date</b>
Achieve 3000	Aug 17 and Dec11, 2015 and Spring, 2016
PBIS Team (DPI)	Aug 17-19, 2015
PBIS and Capturing Kids Hearts	Various refresh for PBIS New staff CKH early December 3-day Current staff mentor - ongoing
School Mission/Vision/Plan Communication of Schoolwide Plan	Aug 27, 2015 September 16, 2015 Ongoing committee meetings
Webinar - Naiku	September 11, 2015
MAP Data Workshops	Sept/Oct
Math Team - Alek	September Webinar, ongoing team meetings
Educator Effectiveness/goal setting/review	Sept-Oct 2015 goal set, mid year, final 2016
INACOL Conference Blended Learning	November 7-11, 2015
Book studies	Various 15-16
ACT Test - Teacher familiarity	January-March, 2016
WI Reading Conference	Feb 4-6, 2016
WI Math Conference	May 4-6, 2016
Coaching (peer and instructional coach)	Ongoing
PLC Setting Outcomes & Planning	Summer/Fall/Spring 2015-16
Data Review and Goal Setting	January - May 2016

## **Strategies to Attract Highly Qualified Teachers**

Reuther administration uses the WECAN application portal to look for highly qualified teachers on a statewide basis. All content positions hired for the 2015-16 school year meet the highly qualified status of licensure in their content area. During the 2014-15 school year, three teachers (one reading and two special education) had out of state licenses and were emergency licensed for course completion, and one math teacher was emergency licensed while in a teacher education completion program. They were hired on one year agreements pending their completion of Wisconsin license. The math teacher completed requirements and was re-hired after a new hiring process. The other three positions went through new hiring and were replaced with Wisconsin licensed teachers for the 2015-16 school year.

## **Transition Plan**

All students go through a personal interview with their parent/guardian and a school staff prior to attending Reuther. This meeting also serves as an initial orientation. Home visits are made to all incoming ninth grade homes to welcome the students/families into the Reuther school community. A ninth grade field trip is held each year with an overnight with students and staff to develop engagement in relationships and to support development of collaborative learning classroom environments. Other events to begin the year include an Open House for incoming ninth grade students in September 2015 an open house for Spanish speaking parents in October 2015.

## **Teacher Involvement in Use of Academic Assessments**

Teachers facilitate Map testing three times a year in reading and math for 9th and 10th grade students. The Instructional Coach uses grade level PCL time to review this data and teachers are tracking data with students. Special emphasis is on teacher development for use of assessment data to inform instruction and improve achievement.

Analysis of Assessment Data in the Fall, mid-year and Spring (ACT, MAP Reading and Math and Achieve 3000 reading data) will be assisted this year by the development of a “data team” and all staff will develop revised Smart Goals for the following year using engaged team process

All teachers support proctoring of ACT tests and will learn more this year about promoting success for students. Title I will help with an opportunity to use pretesting of 11th grade students for additional focus on areas where student need instruction. Consultation with a provider of ACT tutoring, and understanding ACT data will support teacher learning in this area. Additional study of resources for a new ACT skill development class will be ongoing. This class will be focused on reading strategies and taught by the reading teacher.

Teachers meet in bimonthly faculty meetings, weekly collaborative team meetings with an instructional coach, instructional technology teacher and library media specialist during professional preparation periods focused on informed use of data, course planning based on standards, use of technology, including PLC time and a special Friday early release from 1:30 - 3:30 for professional development.

All teachers establish Student Learning Objectives (SLOs) and track pre, mid-year and post-data on these goals in specific academic goal areas related to their classroom instruction and student performance indicators.

### **Timely and Effective Assistance**

- RTI model for academics and behavior
- After school tutoring for 9th grade weekly, after school support for upper grades starting second quarter
- 9th and 10th grade Teachers meet with each student at least twice each semester to set and review individual learning goals based on student MAP data
- During school hours interventions occur during “Iblock” focused on homework support and tutoring
- Behavior plans for any student needing a formal behavior plan are suggested through team review
- Instructional technology supports in reading and math used to target learning gaps
- Friday afternoon additional credit recovery teacher assistance for targeted juniors and seniors starting 2nd quarter
- Two Academic Intensive Four Day help sessions and Summer School for all incomplete grades and Summer school for credit recovery

### **Coordination and Integration of Federal, State and Local Services and Programs**

- Community Impact Programs co-located services in the school through shared school and community funding
- Carthage College partnership for literacy
- IDEA – Special Education Support

### **Annual Evaluation Process**

The Reuther Central High School school wide team will analyze the effectiveness of the school plan on through review of data in PLCs, at three points of MAP assessments, annual implementation and review of state exams, and through ongoing observation of practice and results. In May the staff will review final outcomes, results, and impact on student achievement and engagement indicators with particular attention to demographic subgroups. Results of the annual review is publicized on the school website in the form of the Title I Schoolwide Plan. A review and revision of the plan will be overseen by a team including staff, parent and student input with a focus maintaining progress as measured through a smart goal process focused on literacy, math and culture target indicators aligned also with district processes for school improvement.

## Appendix

### Reuther Central High School Statements - Affirmed August 2015

#### **Philosophy**

The philosophy of Reuther Central High School operates in an environment of cooperation and mutual respect and considers the personal development of students as important as their educational growth and career readiness. Reuther Central High School believes the development of a positive self-image, sensitivity, and respect for others is a critical ingredient of a successful education, leading to motivation, self-discipline, creativity, and the ability to make informed decisions.

#### **Mission Statement**

The Mission of Reuther Central High School is to inspire students to graduate and become productive members of society through a safe and caring community, personalized learning, and support for the pursuit of their dreams.

#### **Reuther Core Beliefs That Drive Our Action**

1. Our purpose is to prepare students for life
2. All students have an unlimited capacity to learn
3. Perseverance leads to success
4. Everyone deserves a fresh start
5. Everyone is unique and learns differently
6. Every person matters
7. We are ALL in this together
8. Failure is not an option; We won't give up on you.

#### **Vision of Reuther High School**

Reuther High School is the gateway to your future. You will be provided options and opportunities for what you learn, when you learn, and how you learn. You will be welcomed into a caring community that builds trusting relationships among students and faculty with shared and common interests. You will experience authentic learning that applies to the real-world. Come as you are and become an empowered, responsible, skilled, and accountable citizen of the world.

## **Components of Vision**

- We will provide options and opportunities for instruction, curriculum, and in co-curriculum areas for students.
- We will provide personalized instruction to help students achieve their goals.
- We will be known for real world authentic learning experiences
- We will have a cohesive staff and student body that feels safe for learning.
- We will build a sense of student belonging through common and shared interests.
- We will prepare students for life, not just graduation.
- We will cultivate empowered, responsible, and accountable learners (students and staff).
- We will develop a learning environment that is warm, welcoming and draws you in.
- 100% WE