2008 Action Plan Questions
Social, Emotional and Behavioral Priority

Altoona School District

Pedersen Elementary, 2nd Year

School Contact: Chelsea Engen, cengen@alttona.k12.wi.us

Priority Areas

Improve mathematics achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Reduce achievement gaps between students with and without disabilities

Increase capacity of all teachers to address the needs of students at risk for failure

Increase the number of families meaningfully participating in the problem-solving process

REACh Action Plan Question

If we use the collaborative problem solving process to determine evidence based interventions and utilize progress monitoring for students identified as needing selected and targeted options for math and behavior, then will we see 90% of students achieving their identified goals in math and 50% in behavior by April 2008?

Brodhead School District

Brodhead Middle, 2nd Year

School Contact: Charles Urness, curness@brodhead.k12.wi.us

Priority Areas

Improve reading achievement

Improve mathematics achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Increase capacity of all teachers to address the needs of students at risk for failure

REACh Action Plan Question

If we increase collaboration and involvement of grade level team members -- and increase leadership responsibilities -- will we improve student learning outcomes and increase teacher involvement on teams by the end of 2007-2008?

Chippewa Falls Area School District

Chippewa Falls Middle, 2nd Year

School Contact: Not Available

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Reduce achievement gaps between students with and without disabilities

Reduce graduation gap between students with and without disabilities

Increase capacity of all teachers to address the needs of students at risk for failure

REACh Action Plan Question

If Chippewa Falls Middle School implements a progress monitoring system, then students in the sixth and seventh grade SOAR program will improve their skills in comprehension and/or fluency by 10% at the completion of the SOAR program as measured by the AIMS Web MAZE and DBM probes.

2008 Action Plan Questions
Social, Emotional and Behavioral Priority

Green Bay Area School District

Danz Elementary, 2nd Year

School Contact: Theresa Willems, twillems@greenbay.k12.wi.us

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Reduce achievement gaps between students with and without disabilities

Reduce achievement gaps between students of color and white students

Increase the number of families meaningfully participating in the problem-solving process

REACh Action Plan Question

If we collaboratively analyze data to inform our instruction will all students reach grade level reading proficiency targets in either English or Spanish by May 2, 2008 as measured by Dominie Reading Assessment for grades K-3 or Measures of Academic Progress (English) or Developmental Reading Assessment (Spanish) for grades 4-5?

Holmen School District

Family Learning Center, 1st Year

School Contact: Teresa Nuttleman, nutter@mail.holmen.k12.wi.us

Priority Areas

Improve reading achievement

Improve mathematics achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Increase capacity of all teachers to address the needs of students at risk for failure

Increase the number of families meaningfully participating in the problem-solving process

REACh Action Plan Question

If we develop a behavioral resource map including universal, selected and targeted options and provide it to all staff and stakeholders, along with supporting its implementation, then will disruptive student behaviors decrease and student success in reading increase by 10% over baseline by June 2008 as measured by cc.net, RIST, surveys and/or other norm-referenced criteria as deemed appropriate?

Holmen School District

Holmen Middle, 2nd Year

School Contact: Lisa Snyder, snylis@mail.holmen.k12.wi.us

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Reduce achievement gaps between students with and without disabilities

Increase capacity of all teachers to address the needs of students at risk for failure

REACh Action Plan Question

If we create a resource mapping process* then will we be able to clearly communicate the HMS RTI (Response to Instruction) framework to our stakeholders (parents, students, staff)? If we follow the documented resource mapping process, then will we see the number of students receiving interventions reduced? *Human, program and funding assets within the school and community that can be mobilized to facilitate student success.

Marinette School District

Marinette Middle, 2nd Year

School Contact: Not Available

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Reduce achievement gaps between students with and without disabilities

Increase capacity of all teachers to address the needs of students at risk for failure

REACh Action Plan Question

If we increase collaboration between regular and special education staff members and provide professional development time to create intervention strategies for core subjects, then will we reduce the achievement gap between all learners and reduce the number of failing grades by 15% as measured by quarterly grade reports at the end of the third quarter 2008.

Menomonie Area School District

Downsville Elementary, 1st Year

School Contact: Thomas Wiatr, thomas_wiatr@msd.k12.wi.us

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Increase capacity of all teachers to address the needs of students at risk for failure

Increase the number of families meaningfully participating in the problem-solving process

REACh Action Plan Question

If we improve communication and collaboration of staff, parents and students, will 80% of economically disadvantaged students in grades 1-5 show improvement in mastery level reading as measured by common district literacy assessments by June 1st?

Menomonie Area School District

Knapp Elementary, 1st Year

School Contact: Thomas Wiatr, thomas_wiatr@mad.k12.wi.us

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Increase capacity of all teachers to address the needs of students at risk for failure

Increase the number of families meaningfully participating in the problem-solving process

REACh Action Plan Question

If we improve communication and collaboration of staff, parents and students, will 80% of economically disadvantaged students in grades 1-5 show improvement in mastery level reading as measured by common district literacy assessments by June 1st?

Menomonie Area School District

Lucas Charter School, 1st Year

School Contact: Lynne Maslowski, lynne_maslowski@msd.k12.wi.us

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Reduce graduation gap between students with and without disabilities

Increase the number of families meaningfully participating in the problem-solving process

REACh Action Plan Question

If we implement the Professional Learning Community model to improve individual student reading skills in the areas of fluency and comprehension, then students will increase their reading skills at least 10% by April 15, 2008 as measured by reading records; teach anecdotal records, and formative assessments.

Menomonie Area School District

Menomonie Middle, 1st Year

School Contact: Stacey Everson, stacey_everson@msd.k12.wi.us

Priority Areas

Improve reading achievement

Improve mathematics achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Reduce achievement gaps between students with and without disabilities

Increase capacity of all teachers to address the needs of students at risk for failure

REACh Action Plan Question

If we implement the components of Responsive Classroom Design then will student's grades 6-8 grade increase their reading and math performance by May 15, 2008 as evidenced by pre-and post- assessment(s), grades, and work examples?

Menomonie Area School District

River Heights Elementary, 1st Year

School Contact: Peggy Kolden, peg_kolden@msd.k12.wi.us

Priority Areas

Reduce behavioral, social, or emotional concerns and disciplinary actions

Reduce achievement gaps between students with and without disabilities

Reduce achievement gaps between students of color and white students

REACh Action Plan Question

If we provide a resource map of reading resources and interventions, then will the number of students reaching their expected guided reading level increase by 5% by June 15, 2008 as compared to the June 2007 guided reading level?

Milton School District

Harmony Elementary, 2nd Year

School Contact: Jeanne Smith, smithje@mail.milton.k12.wi.us

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Increase capacity of all teachers to address the needs of students at risk for failure

REACh Action Plan Question

If we do the resource mapping in reading and behavior by April 1, 2008, then will staff awareness of resources available increase by 50% as measured by pre- and post-survey?

Milton School District

West Elementary, 2nd Year

School Contact: Carol Meland, melandc@mail.milton.k12.wi.us

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Increase capacity of all teachers to address the needs of students at risk for failure

REACh Action Plan Question

If we develop and disseminate literacy and behavior resource maps, then will staff members demonstrate an increased awareness of literacy and behavioral resources by April 15, 2008 as measured by a 50% increase of teacher awareness of resources as assessed by pre- and post-staff surveys?

Mishicot School District

Schultz Elementary, 1st Year

School Contact: Michael Wemer, mwerner@mishicot.k12.wi.us

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Reduce achievement gaps between students with and without disabilities

Increase capacity of all teachers to address the needs of students at risk for failure

Increase the number of families meaningfully participating in the problem-solving process

REACh Action Plan Question

If we focus staff development on progress monitoring and resource mapping, then will K-5 students increase achievement in reading fluency and/or comprehension, so that at least 90% of students will attain above each assessment designated at-risk level by April 30, 2008 as evidenced by DIBELS scores, electronic reading records, and consistent classroom assessment data?

Necedah Area School District

Necedah Elementary, 1st Year

School Contact: Larry Gierach, lgierach@necedah.k12.wi.us

Priority Areas

Improve mathematics achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Reduce achievement gaps between students with and without disabilities

Increase capacity of all teachers to address the needs of students at risk for failure

Increase the number of families meaningfully participating in the problem-solving process

REACh Action Plan Question

If we implement the components of a professional learning community so that Necedah staff will share a common vision and experience of school climate, then student academic and behavioral performance will increase by 5% as evidenced by honor roll numbers at the High School and use of student Self-Monitoring of the Success-Goal Behavior at the Elementary school by May 15, 2008?

Necedah Area School District

Necedah Middle/Hi, 2nd Year

School Contact: Peggy Saylor, psaylor@necedah.k12.wi.us

Priority Areas

Improve mathematics achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Reduce achievement gaps between students with and without disabilities

Increase capacity of all teachers to address the needs of students at risk for failure

Increase the number of families meaningfully participating in the problem-solving process

REACh Action Plan Question

If we implement the components of a professional learning community so that Necedah staff will share a common vision and experience of school climate, then student academic and behavioral performance will increase by 5% as evidenced by honor roll numbers at the High School and use of student Self-Monitoring of the Success-Goal Behavior at the Elementary school by May 15, 2008?

New Holstein School District

New Holstein Elementary, 2nd Year

School Contact: Tammy Richter, trichter@nhsd.k12.wi.us

Priority Areas

Reduce behavioral, social, or emotional concerns and disciplinary actions

Reduce achievement gaps between students with and without disabilities

REACh Action Plan Question

If we use research based reading practices for identified students in grade 3, then will at least 80% of these students increase 100 lexiles by March 20, 2008 as evidenced by the SRI?

Oshkosh Area School District

E Cook Elementary, 2nd Year

School Contact: Philip Marshall, philip.marshall@oshkosh.k12.wi.us

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

REACh Action Plan Question

If we implement a format for progress monitoring in literacy and a professional development component is established so that all staff are aware of addressing student needs, will 80% of the student body meet or exceed expectations for their respective grade level as evidenced by the DRA or IEP by May 2008? If we focus on reducing negative verbal comments and exclusionary behaviors among students through community building discussions and activities, will there be a decrease in the undesirable behaviors as evidenced from questions 5-6 in the Olweus 3, 4, 5 grade survey administered in November 2007 and May of 2008?

Oshkosh Area School District

East High, 2nd Year

School Contact: Jeffrey Walters, jeff.walters@oshkosh.k12.wi.us

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Increase capacity of all teachers to address the needs of students at risk for failure

REACh Action Plan Question

If we were uniform in our recording of information (data) such as parent contacts, concerns with progress (student monitoring), and sharing with each other (collaboration), would we have improved student achievement?

Oshkosh Area School District

Jefferson Elementary, 2nd Year

School Contact: C. Robert Becker, rob.becker@oshkosh.k12.wi.us

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Increase capacity of all teachers to address the needs of students at risk for failure

Increase the number of families meaningfully participating in the problem-solving process

REACh Action Plan Question

If we analyze our formative data, collect evidence of research-based best practices being used in all classrooms, investigate other factors impacting student engagement in the learning process, and provide professional development in creating interventions to address these factors, then will 90% of our students meet district standards in reading as evidenced by Diagnostic Reading Assessment test results by May 2008?

Oshkosh Area School District

Lincoln Elementary, 2nd Year

School Contact: Jane Kuhn, jane.kuhn@oshkosh.k12.wi.us

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Increase the number of families meaningfully participating in the problem-solving process

REACh Action Plan Question

If we provide additional opportunities for family and community involvement at Lincoln and improve reading instruction, then will our family and community involvement increase by 10% and will 75% of our students be at or above their expected DRA level by May 15, 2008 as measured by the DRA, parent volunteer logs, and attendance data from family and community events?

Oshkosh Area School District

Merrill Middle, 2nd Year

School Contact: Christine Fabian, christine.fabian@oshkosh.k12.wi.us

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Increase capacity of all teachers to address the needs of students at risk for failure

Increase the number of families meaningfully participating in the problem-solving process

REACh Action Plan Question

If we enhance school climate through increased parent/community involvement, then will negative student behavior lower and positive behavior indicators increase as measured by discipline data comparisons and climate survey data? If we implement intervention options and link data obtained to instructional decisions, then will students perform at or above grade level expectations in literacy by May 1, 2008 as measured by quarterly literacy grades and district QRI screener?

Oshkosh Area School District

Oaklawn Elementary, 2nd Year

School Contact: Tammy Kielbasa, tammy.kielbasa@oshkosh.k12.wi.us

Priority Areas

Improve mathematics achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Reduce achievement gaps between students with and without disabilities

Increase capacity of all teachers to address the needs of students at risk for failure

REACh Action Plan Question

If we increase staff knowledge of mathematical processes through curriculum topic study and provide students with opportunities to develop mathematical processes and receive feedback, then will we increase the percent of students meeting 90% or more of the EDM grade level end of year goals by 10% at kindergarten, 10% at first grade, 5% at second grade, by 10% at third grade, by 30% at fourth grade, and by 30% at fifth grade as evidenced by the end of year individual math record? If we analyze behavioral issues that are present in our school through the "Data in a Day" process and a review of documentations, then will we reduce the amount of instructional time lost while addressing behavioral issuses carrying over from the playground, lunchroom, and neighborhood to the classroom by 75% as evidenced by a decrease in behavioral incidences, code of conduct violations, time spent addressing student to student conflicts?

Oshkosh Area School District

Roosevelt Elementary, 2nd Year

School Contact: Jami Kohl, jami.kohl@oshkosh.k12.wi.us

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Increase capacity of all teachers to address the needs of students at risk for failure

REACh Action Plan Question

If we implement Olweus, Tribes, and Sticks and Stones programs, then will students decrease the number of behaviors resulting in behavior incident reports as evidenced by a 50% decline by a gradual decline in the number of incident forms submitted and as evidenced by September 2007 through May 2008 data? If we identify at-risk students in each classroom, and document a literacy goal and targeted interventions then will we see 100% of these students improve in reading comprehension as evidenced by DRA scores by May 2008?

Oshkosh Area School District

Webster Stanley Elementary, 2nd Year

School Contact: Patricia Vickman, patricia.vickman@oshkosh.k12.wi.us

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Reduce achievement gaps between students with and without disabilities

REACh Action Plan Question

If we implement evidence-based targeted interventions in the areas of literacy and behavior, then will we see 80% of the students attain proficiency in reading as measured by the DRA and 90% of the students attain proficiency with behavior as measured by the Social Responsibility Checklist by May 2008?

Oshkosh Area School District

Webster Stanley Middle, 2nd Year

School Contact: Marceline Peters-Felice, marceline.peters-felice@oshkosh.k12.wi.us

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Increase capacity of all teachers to address the needs of students at risk for failure

Increase the number of families meaningfully participating in the problem-solving process

REACh Action Plan Question

If we provide professional development opportunities for staff by means of collaboration activities to address literacy needs of all students, then will 90% of students will show a 10% increase in performance levels as measured by the district-wide literacy assessment by May 1, 2008?

Oshkosh Area School District

West High, 1st Year

School Contact: Peter Cernohous, Peter.cernohous@oshkosh.k12.wi.us

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Reduce achievement gaps between students with and without disabilities

Reduce disproportionate special education identification of students of color

REACh Action Plan Question

If we identify all students reading below grade level with a screening device, then will we be able to monitor student progress and provide interventions so that 5% of the students will improve their reading levels as measured by various assessments by 2010? If students improve their reading levels and their academic achievement, then will there be a decrease in truancy rates by 1% by 2010?

Palmyra-Eagle Area School District

Eagle Elementary, 2nd Year

School Contact: Douglas Hasseler, dhasseler@palmyra.k12.wi.us

Priority Areas

Improve reading achievement

Improve mathematics achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Increase capacity of all teachers to address the needs of students at risk for failure

REACh Action Plan Question

If we at Palmyra-Eagle Elementary Schools streamline the BCT (Building Consultation Team) process by implementing an intervention checklist and follow-up procedures, will our at-risk students demonstrate progress as evidenced by the BCT documentation of student progress?

Palmyra-Eagle Area School District

Palmyra Elementary, 2nd Year

School Contact: Steve Greenquist, sgreenquist@palmyra.k12.wi.us

Priority Areas

Improve reading achievement

Improve mathematics achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Increase capacity of all teachers to address the needs of students at risk for failure

REACh Action Plan Question

If we at Palmyra-Eagle Elementary Schools streamline the BCT (Building Consultation Team) process by implementing an intervention checklist and follow-up procedures, will our at-risk students demonstrate progress as evidenced by the BCT documentation of student progress?

Palmyra-Eagle Area School District

Palmyra-Eagle Middle, 2nd Year

School Contact: Timothy Kooi, tkooi@palmyra.k12.wi.us

Priority Areas

Improve reading achievement

Improve mathematics achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Increase capacity of all teachers to address the needs of students at risk for failure

REACh Action Plan Question

If we at Palmyra-Eagle Elementary Schools streamline the BCT (Building Consultation Team) process by implementing an intervention checklist and follow-up procedures, will our at-risk students demonstrate progress as evidenced by the BCT documentation of student progress?

Richland School District

Jefferson Elementary, 2nd Year

School Contact: ReNah Chitwood, chir@richland.k12.wi.us

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Increase capacity of all teachers to address the needs of students at risk for failure

Increase the number of families meaningfully participating in the problem-solving process

REACh Action Plan Question

If we provide additional time for teachers for development, implementation, evaluation and documentation of Personalized Intervention Plans (PIPs) in grades K-5, will the number of students achieving in the at-risk range in reading comprehension and/or fluency decrease by 50% as measured by the DIBELS and/or MAP assessments given in May 2008?

Rio Community School District

Rio Middle/Hi School, 1st Year

School Contact: Mark McGuire, mcguire@rio.k12.wi.us

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Reduce achievement gaps between students with and without disabilities

REACh Action Plan Question

If we implement the components of restorative practices so that staff and students will share the middle school vision of a respectful, responsible and safe school climate, then will we see improved academic and behavioral performance with a 5% increase in individual student reading performance and 5% decrease in behavior problems school-wide by May 15, 2008 as evidenced by School Climate survey, decreased detentions and suspensions, curriculum-based measures in reading, and a decrease in the middle school deficiency list?

Riverdale School District

Riverdale Elementary, 1st Year

School Contact: Shari Hougan, shougan@riverdale.k12.wi.us

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Increase capacity of all teachers to address the needs of students at risk for failure

Increase the number of families meaningfully participating in the problem-solving process

REACh Action Plan Question

If we institute a positive playground plan incorporating the 6 Pillars of Character Education to increase our sense of community, then will discipline referrals decrease by 10% from December 1, 2007 (baseline) to April 1, 2008?

Riverdale School District

Riverdale High, 1st Year

School Contact: John Willey, mrwilley@riverdale.k12.wi.us

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Increase capacity of all teachers to address the needs of students at risk for failure

Increase the number of families meaningfully participating in the problem-solving process

REACh Action Plan Question

If we provide academic support through Home Room, At-Risk Study Hall, and PASS (Positive Academic Support System), then will the number of students in grades 9-12 receiving a failing grade as evidenced by the second semester 2007 grade list and the second semester 2008 be reduced by 50%?

Riverdale School District

Riverdale Middle, 2nd Year

School Contact: Sharon Ennis, sennis@riverdale.k12.wi.us

Priority Areas

Improve mathematics achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Increase capacity of all teachers to address the needs of students at risk for failure

REACh Action Plan Question

If we increase the amount of intervention time, support services and parent programs to students who fail to complete homework completion rate rise to 97%?

Shawano School District

Brener Elementary, 2nd Year

School Contact: Gary Cumberland, cumberg@ssd.k12.wi.us

Priority Areas

Improve reading achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Increase capacity of all teachers to address the needs of students at risk for failure

Increase the number of families meaningfully participating in the problem-solving process

REACh Action Plan Question

If we increase collaboration among stakeholders, to enable us to respond to student/family needs, then will we raise spring to spring reading levels so that 10% students per grade level that did not meet the proficiency benchmark in spring 2007, do meet it in spring of 2008 as measured by 3rd and 4th grade MAPs test results, as well as 1st and 2nd grade reading assessment wall?

Sparta Area School District

Maplewood Elementary, 2nd Year

School Contact: Michael Roddick, mroddick@spartan.org

Priority Areas

Improve mathematics achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Reduce achievement gaps between students with and without disabilities

REACh Action Plan Question

If we implement progress monitoring procedures for students at-risk in math grades 2-3, will achievement increase between the initial STAT meeting and the follow-up STAT meeting as measured by "quick quizzes", teacher anecdotal reports and MAP scores?

Winter School District

Winter Middle, 2nd Year

School Contact: Not Available

Priority Areas

Improve mathematics achievement

Reduce behavioral, social, or emotional concerns and disciplinary actions

Increase capacity of all teachers to address the needs of students at risk for failure

REACh Action Plan Question

If we implement a progress monitoring system and provide math strategy options then will 80% of 6th grade students achieve at or above grade level computation benchmarks by April 2008 as measured by AIMSweb probes? If we increase middle school staff collaboration with parents to deal with motivation and behavioral factors then will the Winter Middle School students have decreased behavioral referrals and a decreased number of D's and F's by 10% on the D and F list at the end of each quarter by April 2008?