

Banta 2023/2024 Comprehensive Needs Assessment

The Comprehensive Needs Assessment (CNA) guides the upcoming school year’s decisions.

- Please use this process as you complete the Comprehensive Needs Assessment [Annual Review for each School Process](#).

Please list the Team Members who worked on the Needs Assessment - May 2024
<p><u>Name & Role</u> Liz LaNou - Principal Eric Larson - CESA 6 Consultant Mary Crawmer - School Counselor Amy Nelson- Literacy Coach Carrie Goodyear- Math Coach Megan Peterson- ELL Coach Jamileen Riley- Special Education Tiffany Megale - Literacy Resource Teacher</p>

Dates the team met to review, analyze, and summarize the needs assessment data	When was input sought from the entire staff and parents?
May 31, 2023	September 19th, 2023

Schoolwide Plan Review (how did it go in the previous school year)? Use guiding questions from the Annual Review Sheet.
<p>Implementation: Upon review of 2023 Forward data: 2023 Overall ELA Proficiency: Banta 36.2%. vs. District 31.3%. The district increased by 3.8 %, and Banta increased by 2.4% from last year, 2023 Overall Math Proficiency: Banta 43.5%, vs. 36.5 District. The district increased by 1.3%, and Banta decreased by 3.3%.</p> <p>Overall: Our proficiency in ELA and math continues to stagnate or decline. Our learning gains in both our overall population and lowest quartile have shown some increase in grade levels, give or take a few points in given years. Our EL population is continuing to show a significant gap in learning. The contributing factors to this</p>

improvement are the need to deepen the understanding of standards, expectations, and grade level curriculum, increase best practices for tier 1 and tier 2 instruction, and understand and effectively use student data to drive instruction.

During the Discussion, the team identified the need: Math data- gap with ELL students is more significant in math than ELA. Need to differentiate. EL students did not grow as much in reading, but it was more significant in math.

Leadership Team:

The leadership team met monthly to review and evaluate the progress toward meeting the goals, develop opportunities, and provide resources for staff to meet students' needs effectively.

Professional Development:

Our year-long building collaboration and staff development days were used for developing biliteracy and metalinguistic skills for emerging bilingual students. Units of Study training for grades 3-5, conferring, progressions, developing knowledge of Benchmark Taller for k-2 teachers (new resource)

Parent and Family Engagement (How did it go in the previous school year) Use guiding questions from the [Annual Review Sheet](#).

Effective Practices:

Establish regular and open lines of communication, including newsletters, emails, and parent-teacher conferences. Talking points was a huge success with all teachers to keep families informed about their child's progress, school events, and opportunities for involvement. Additionally, the school organized family-friendly events, such as family nights and volunteer opportunities, to foster a sense of belonging and active participation within the school community. We also provided resources and support for parents to reinforce learning at home and collaborated with families to create a welcoming and inclusive environment that valued their input and contributions.

Changes based on data: Based on the data, we will be targeting Spanish-speaking/ Multilingual Learners next year.

Student Achievement/ Survey Data 2023

Forward Results/State-Mandated Testing:

(in parenthesis is 2022 data)

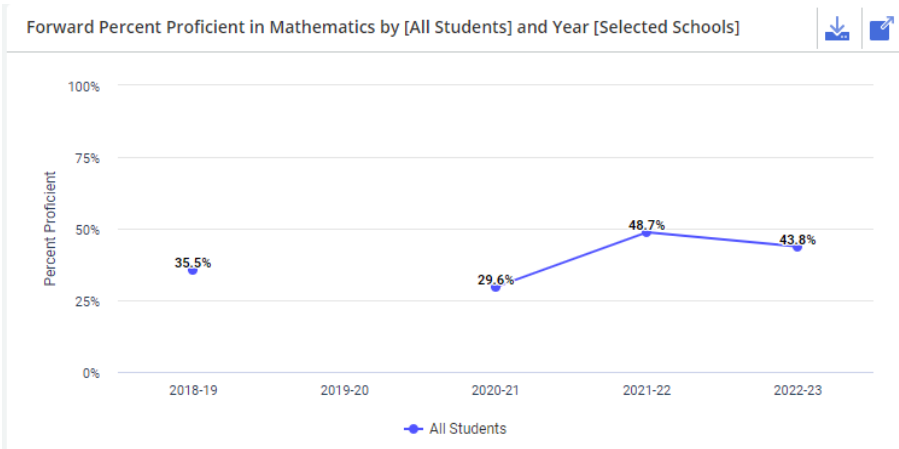
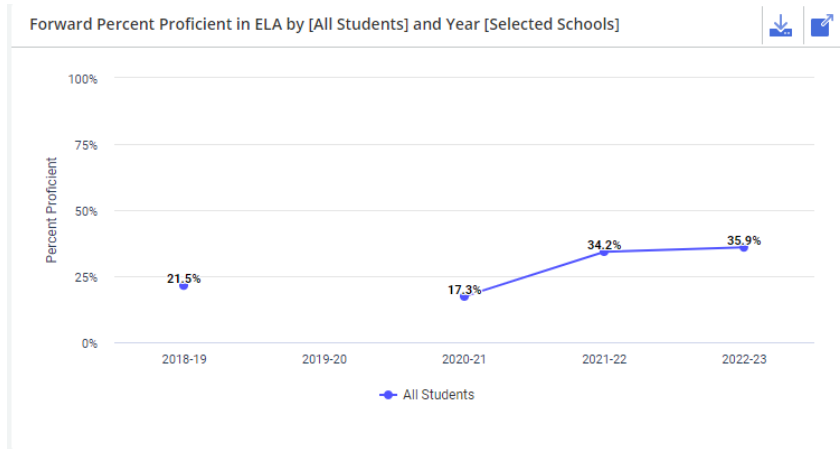
ELA

35.4 % of Banta students are proficient and advanced	Gr. 3	Gr. 4	Gr. 5
ELA Banta	25% (36.4%)	42.8% (38.5%)	37.5% (28.6%)
ELA District	33.7% (28.6%)	36.1% (32%)	34.3% (37.9%)
ELA State	37.8% (35.4%)	45.5% (42%)	39.1% (40.6%)

MATH

43.1% of Banta students are proficient and advanced	Gr. 3	Gr. 4	Gr. 5
Math Banta	55% (50%)	38.1% (42.3%)	37.5% (53.6%)
Math District	48.8% (49.6%)	42.1% (44.8%)	34.3% (49.3%)
Math State	48.8% (48.1%)	46.6% (44.9%)	46.6% (45.8%)

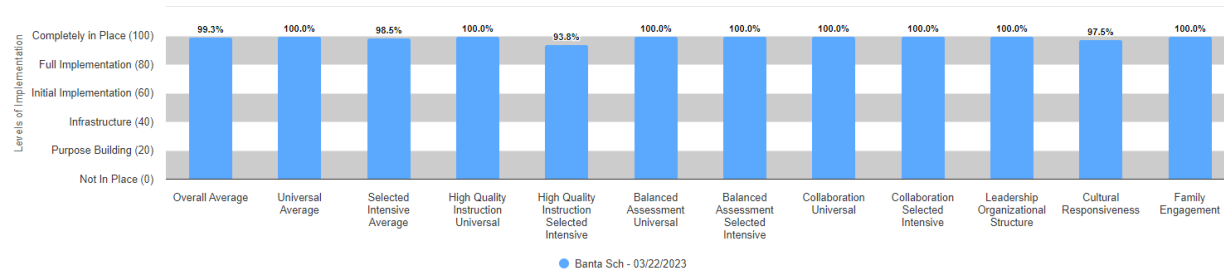
Forward Growth Overtime





School Wide Implementation Review Progress Report (Mathematics)

Banta Sch



LEVELS OF IMPLEMENTATION RESPONSE SCALE

SIR	Not In Place (Av: 0-19%)	Purpose Building (Av: 20-39%)	Infrastructure (Av: 40-59%)	Initial Implementation (Av: 60-79%)	Full Implementation (Av: 80-100%)
All-Staff	Not In Place (Av: 0-19%)	Partial In Place (Av: 40-79%)			In Place (Av: 80-100%)
	Gaining Support	Planning	Trying It Out		Refining Practices
	Identifying needs Exploring options Building background knowledge Achieving consensus to act Getting staff buy in Pockets of experimenting Learning about Increasing awareness Attending conferences Gaining 80% staff buy in	Action Planning Articulating & defining Purchasing Scheduling Redefining roles Making forms Utilizing committees and work teams New skills training Some have started	Putting plans into action Beginning the work Monitoring for fidelity Providing clarity Providing resources, time and support to develop capacity Technical implementation Evidence on paper and in forms Underway throughout the school, grade or content area Changes in Staff Practices		Deepening understanding Developing expertise Building habits and routines Streamlining processes Adapting practice to local context while maintaining fidelity Formalized / documented 80-90% of classrooms are up and running Student Outcomes

Math SIR:

School Demographic Data

Enrollment	Total enrollment is 171 Students <ul style="list-style-type: none"> ● Female =55% ● Male = 45%
Ethnicity	<ul style="list-style-type: none"> ● Hispanic=75% ● White=22% ● Black=1% ● Two or more= 2%
Poverty	61% of Banta Students are considered economically disadvantaged
Limited English Proficiency	53% of the Banta population is considered English Language Learners.

Students with Disabilities	17% of the Banta population has a disability (8% S/L)
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Engagement Data

Behavior Referral Data Referrals Summary 2022/23	
<p>ODR Risk Ratio: Control Group: White 1:1 for White students (15/38 students) .8:1 for Hispanic Students (41/131 students) 1.7:1 for Two or more races (2/3 students) 1.3:1 for Black (1/2 students)</p> <p>Suspension Risk Ratio: 0 to 1 Two or more races (0/3 students) 1 to 1 White (1/38 students) .9 to 1 Hispanic/Latino (3/131 students) 0 to 1 Black (0/2 students)</p> <p>PBIS TFI Overall Data: Tier 1: Universal SWPBIS Features: Teams: 4 of 4, Implementation: 18 of 18, Evaluation 7 of 8 Tier 2: Targeted SWPBIS Features, Teams - 7 of 8, Interventions, 7 of 10, Evaluation: 7 of 8</p>	<p>Risk Ratio Value Level of Disproportionality Risk of one group compared to the risk of another group to help identify the degree of disproportionality in incidents reported.</p> <p>Key: 1.0 Equal Risk 1.25 25% higher risk 1.5 50% higher risk 2.0 2X higher risk 2.5 2.5X higher risk 3.0 3X higher risk</p>

Family Engagement:

Banta had multiple opportunities for families to engage in school activities. Those include Open House, PTO Meetings, P/T Conferences, Title One Author Visits, School Dance, Art Show, School Newsletters, School Carnival, End of Year Awards/Ceremony, Heckrodt Wetland Reserve Night, Timber Rattler Reading/Game Night.

Survey Data Spring:

The survey results of our Spring Title 1 parent meeting show that parents agree or strongly agree on all the aspects of parent involvement in which they were asked. The highest scoring areas on the survey are feeling welcome in the school, feeling knowledgeable about their child’s academic expectations/strengths/needs, feeling knowledgeable about additional academic support their child receives, scheduling parent meetings flexibly, and knowing what is happening at school. One area that parents agree with but do not strongly agree with is the school providing family workshops and informational events. This could be an area for discussion as we look forward to next year. What other informational workshops could be provided beyond the Title One Event?

Overall School-wide Strengths, Areas of Focus & Priorities

Priorities are set as a result of the assessment data collected. RtI School-wide Implementation Surveys in both math and literacy

Strengths	Areas of Focus
<p>Literacy:</p> <ul style="list-style-type: none">● Students can access workshop time.● Mini-lesson is taught to fidelity.● Teachers adopted a new curriculum with a positive mindset and heavy professional development.● Writing is being shared in the hallway. <p>Math:</p> <ul style="list-style-type: none">● Pockets of engagement in whole-group lessons● Knowledge of curriculum <p>Engagement:</p> <ul style="list-style-type: none">● Family engagement is high● Families are community-based● Overall, students see themselves as learners● Spanish production in primary grades have increased	<p>Literacy:</p> <ul style="list-style-type: none">● “Mid-Workshop” and “Share” portion of Workshop Model is inconsistent● Small group time is inconsistent● Differentiation● Intentional planning● Ensuring all students are being seen- Documenting every month at coaching meetings who is being seen by which teachers <p>Math</p> <ul style="list-style-type: none">● Teachers may becoming complacent due to solid knowledge of curriculum● Differentiation● Intentional planning● Note-taking● Ensuring all students are being seen- Documenting every month at coaching meetings who is being seen by which teachers <p>Engagement:</p> <ul style="list-style-type: none">● Oral language- more student talk

Priorities for School Improvement Efforts

1. To ensure consistent and rigorous instruction, prioritize fostering a culture of grade-level/vertical grade-level collaboration that facilitates a shared understanding of student expectations and standards, promoting alignment and continuity of student expectations. Minimum one hour a week.
2. To promote continuous professional growth and collaboration, prioritize establishing a robust monthly coaching and collaboration calendar to engage staff in reflective discussions, share best practices, receive targeted support, and collectively work toward school improvement efforts.
3. Enhance student engagement and increase opportunities for student talk, promoting active collaboration and meaningful student-led discussions
4. To enhance student and adult learning and growth, prioritize establishing a culture of explicit feedback by implementing strategies that foster clear communication, constructive criticism, and active listening.
5. To ensure equitable education and support for all students, Develop differentiated and inclusive strategies focusing on individualized instruction, targeted interventions, and culturally responsive practices targeting multilingual and students with disabilities

Banta Continuous School Improvement Plan 2023-24

Team Members

Liz LaNou - Administrator
Amy Nelson - Literacy Representative
Carrie Goodyear - Math Representative
Mary Crawler - PBIS Representative
Tiffany Megale - Literacy Representative, Staff Wellness
Luke Schiller- Community Member, Parent
Katti Ulry- Classroom teacher Representative
Erin Beyer- Classroom teacher Representative
Jamileen Riley- Special Education Representative
Kristin Whittle- Attendance Representative

Our goal is to target small groups in differentiated instruction as a strategy to push all students toward better reading and math proficiency and accelerate multilingual students to close the achievement gap.

Banta provides a unique educational experience for students in Kindergarten through fifth grade. Our culturally diverse staff is dedicated to developing bilingualism and biliteracy in all students. Our students strive for academic excellence through the combination of high educational standards, dual language instruction, and a wealth of cultural resources. We believe excellent education comes from excellent teaching, positive, meaningful relationships with students, and strong family connections. Our school improvement efforts this year are centered on developing resilience in our teachers, students, and families.

Literacy Goal

Achievement Goal:

Banta students will score five percentage points above the previous year as measured on the 2024 ELA Forward Exam. On the 2023 ELA Forward Exam, 36.2 % of students were proficient/advanced. The goal for the 2024 Forward Exam will be 41.2% of students to be proficient/advanced.

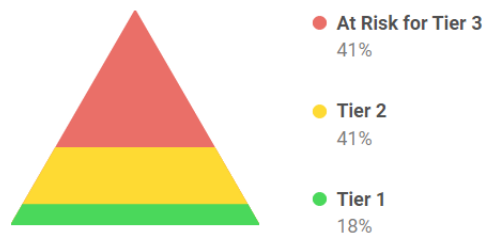
Growth Goal:

By the end of the 2023/24 school year, students will attain the following growth targets in reading as measured by the iReady assessment:

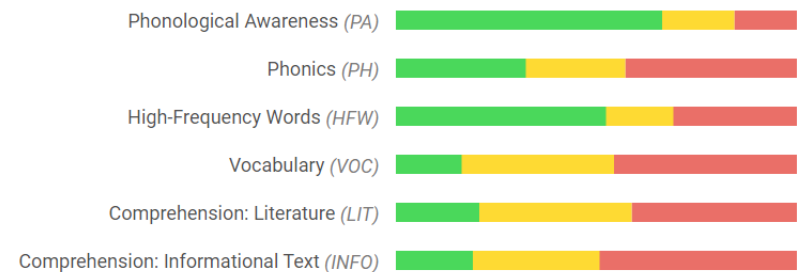
- 25% of students whose fall baseline was in the 30th percentile or below will reach their projected stretch growth target
- 55% of students whose fall baseline was in the 31st percentile or higher will reach their projected typical growth target
- 100% of students will attain some growth

Fall iReady Reading Data

Overall Placement



Placement By Domain



[The Mapping Between 5-Level and 3-Level Placements](#)

Summary of Fall Reading iReady Data:

English Learner: 12% on grade level, 37% one year below, 51% two years below grade level

Non-English Learner: 32% on grade level, 53% one year below, 16% two years below grade level
Hispanic/Latino: 14 % on grade level, 38% one year below, 48% two years below grade level
Non-Hispanic/Latino: 30 % on grade level, 53% one year below, 17% two years below grade level

Grade 1: 11% at grade level, 58% one year below grade level, 31% two years below grade level
Grade 2: 3% at grade level, 47% one year below grade level, 50% two years below grade level
Grade 3: 24% at grade level, 17% one year below grade level, 59% two years below grade level
Grade 4: 22% at grade level, 61% one year below grade level, 17% two years below grade level
Grade 5: 38% at grade level, 19% one year below grade level, 43% two years below grade level

Winter iReady Reading Data

Summary of Winter Reading iReady Data:

Spring iReady Reading Data

Literacy Instructional Focus:

Implementing differentiated, small-group instruction daily with fidelity.

Small-group instruction provides opportunities for flexible and differentiated learning. With a smaller ratio of students, students will have more opportunities to participate. In addition, teachers can monitor the students more effectively, thus providing individualized, targeted instruction for the student's individual needs, allowing for better feedback and support. This support often results in more significant academic gains for students with and without language needs.

Universal Action Steps:

- Instructional Walkthroughs allow teachers to observe other teachers and share best practices.
- Create and follow a year-long Professional development plan aligning building goals and using student data to influence coaching cycles throughout the year.
- Professional Development: EL specialist will offer monthly professional development to staff during meetings (either during literacy or math meetings)
- Each teacher will go through a coaching cycle (planning or student-centered) with the literacy coach at least once during the school year.
- Staff will collaborate around data monthly, with a particular focus and lens on the learning gaps in their classroom (running records, phonics data, iReady) to discuss the next steps, strategy usage, and how to support students below, at, and above grade level.
- Teachers will document students' progress (electronically) during small groups. This spreadsheet will contain small group schedules, student progress, data, and students' next moves/goals. This will be shared with all staff working in the classroom.
- During 60-minute monthly grade-level meetings, teams will collaborate to document and ensure all students' needs are equitably met.
- Fran Verguilla from CESA 2 will come for five days throughout the 23/24 school year to work with Bilingual staff on implementing strategies,

scaffolds, and supports through universal instruction and small group instruction to meet the needs of Spanish and English language learners.

- Timeline: 23/24 School year
- Persons involved: Principal, Literacy Coach, Literacy Resource Teacher, All Teachers
- Data Analysis: Ongoing analysis of iReady, DRA/BAS, EDL2 data, Running records, classroom observations
- Professional Development: Building Collaborations will focus on the instructional focuses above.

How is RTI utilized, process in building

Banta has an active intervention plan based on student needs at each grade level. This plan gets updated every week by our leadership team. Literacy data and student needs are discussed monthly/bimonthly at grade-level meetings with the literacy coach.

Students needing intervention are discussed, and intervention plans (Formal and Informal in Tier 2) are developed. Fidelity checks are performed for all Tier 3 interventions. Interventionists and classroom teachers are in communication to align instruction. The school psychologist and/or interventionist progress monitor intervention at Tier 3 weekly, and the interventionist's progress is monitored bi-weekly at Tier 2. Periodic meetings (typically at 8-10 week intervals) are scheduled to include interventionists, coaches, principal, and parents. Plans are reviewed and revised if a student is not making adequate progress.

- Timeline: 23/24 School year
- Persons involved: Principal, Literacy Coach, Literacy Resource Teacher, All Teachers, school psychologist
- Data Analysis: Progress monitoring using running records, BAS/DRA, EDL2, and other probes
- Professional Development: All teachers will be trained on the specific intervention necessary per student need.

How will you Progress Monitor

Teachers will meet once a month with the Literacy coach and principal to progress monitor data and current best practices. School Psychologist and/or interventionist progress monitor Tier III intervention weekly, and interventionists will progress monitor bi-weekly at Tier II. Interventionists will also collect and analyze student data. The principal will monitor fidelity to the intervention. Our literacy coach will collect the data to be reviewed at RtI meetings.

- Timeline: 23/24 School year
- Persons involved: Literacy Resource Teacher, Classroom Teachers, Principal, Literacy Coach, School Psychologist
- Data used-used- Progress monitoring using running records, BAS/DRA, i-Ready, pre/post assessments, writing samples, AIMWeb. Teams will analyze data in EduClimber through data walls and look at common formative assessments to help create and plan small-group instruction.

Assessment

Students will be assessed using the following measurements: Wisconsin Forward Exam, BAS /DRA2, iReady, and Pre and Post Unit Assessments and Running Records.

- Timeline: 23/24 School year
- Persons Involved: All Banta Staff

- Professional Development: District Collaboration and Instructional Coaching will be used for our Professional Development. All teachers will be trained on the specific interventions necessary per student need. (Instructional Coaches will do this training.)

Math Goal

Achievement Goal:

Banta students will score five percentage points above the previous year as measured on the 2024 Math Forward Exam. On the 2023 Math Forward Exam, 43.5 % of students were proficient/advanced. The goal for the 2024 Forward Exam will be 48.5% of students to be proficient/advanced.

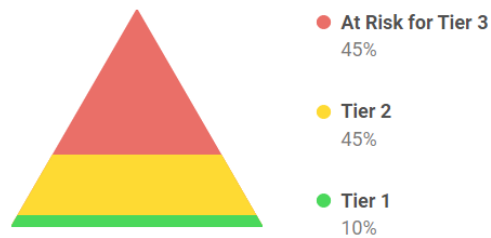
Growth Goal:

By the end of the 2023-2024 school year, students will attain the following growth targets in math as measured by the iReady assessment:

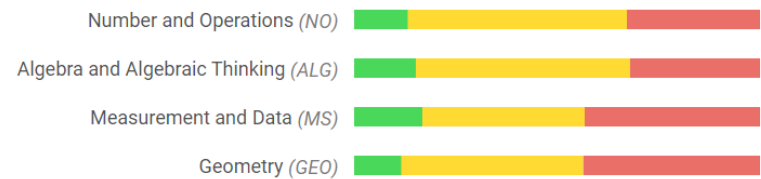
- 25% of students whose fall baseline was in the 30th percentile or below, will reach their projected stretch growth target
- 55% of students whose fall baseline was in the 31st percentile or higher, will reach their projected typical growth target.
- 100% of students will attain some growth

Fall i-Ready Data

Overall Placement



Placement By Domain



[i The Mapping Between 5-Level and 3-Level Placements](#)

Summary of Fall Math iReady Data:

English Learner: 6% on grade level, 39% one year below, 55% two years below grade level
 Non-English Learner: 21% on grade level, 61% one year below, 18% two years below grade level
 Hispanic/Latino: 5% on grade level, 45% one year below, 51% two years below grade level
 Non-Hispanic/Latino: 30% on grade level, 47% one year below, 23% two years below grade level

Grade 1: 8% on grade level, 61% one year below grade level, 31% two years below grade level
 Grade 2: 36% one year below grade level, 64% two years below grade level

Grade 3: 10% at grade level, 29% one year below grade level, 61% two years below grade level
Grade 4: 11% at grade level, 61% one year below grade level, 28% two years below grade level
Grade 5: 27% at grade level, 41% one year below grade level, 32% two years below grade level

Winter iReady Math Data

Summary of Winter Math - iReady Data:

Spring iReady Data

Math Instructional Focus:

- Regrounding teachers in the Bridges curriculum to increase student engagement by holding students accountable for using academic math vocabulary

Action Steps:

- Create and follow a year-long Professional development plan aligning building goals and using student data to influence coaching cycles throughout the year.
- Each teacher will go through a coaching cycle (planning or student-centered) with the math coach at least once during the school year.
- One-hour monthly meeting with the math coach and building EL teacher to backward design a unit with differentiation, scaffolds, and supports for multilingual learners.
- Building professional development focused on closing the gap for multilingual learners and differentiation for multilingual learners
- Intentionally plan small group instruction
 - Teachers will document students' progress (electronically) during small groups. This spreadsheet will contain small group schedules, student progress, data, and students' next moves/goals. This will be shared with all staff working in the classroom.
 - During 60-minute monthly grade-level meetings, teams will collaborate to document and ensure all students' needs are equitably met.
 - Fran Verguilla from CESA 2 will come for five days throughout the 23/24 school year to work with Bilingual staff on implementing strategies, scaffolds, and supports through universal math instruction and small group instruction to meet the needs of Spanish and English language learners.

How is RTI utilized, process in building

Banta has an active intervention plan based on student needs at each grade level. This plan gets updated weekly by our leadership team. Literacy data and student needs are discussed monthly/bimonthly at grade-level meetings with the literacy coach.

Students needing intervention are discussed, and intervention plans (Formal and Informal in Tier 2) are developed. Fidelity checks are performed for all Tier 3 interventions. Interventionists and classroom teachers are in communication to align instruction. The school psychologist and/or interventionist progress monitor intervention at Tier 3 weekly, and interventionist progress monitors bi-weekly at Tier II. Periodic meetings (typically at 8-10-week

intervals) are scheduled to include interventionists, coaches, principals, and parents. Plans are reviewed and revised if a student is not making adequate progress.

- Timeline: 23/24 School year
- Persons involved: Math Coach, School Psychologist, School Principal, and all instructional staff.
- Data Analysis: Teams will analyze data in EduClimber through data walls and look at common formative assessments to help create and plan small-group instruction.
- Professional Development: District Collaboration and Instructional coaching will be used for our Professional Development. All teachers will be trained on the specific intervention necessary per the student's need. (Instructional Coaches will do this training.)

How will you Progress Monitor

- Timeline: 23/24 School year
- Persons involved: Math Coach, School Psychologist, and instructional staff
- Data used: AVMR Screenings, Math pre, and post-tests, fidelity checks, walk-through observations

Assessment

Students will be assessed using the following measurements: *(Examples could be: iReady, Wisconsin Forward Exam, AVMR, and classroom assessments)*

- Timeline: 23/24 School year
- Persons Involved: Math Coach, School Psychologist, and instructional staff
- Professional Development: District Collaboration and Instructional Coaching will be used for our Professional Development.

Engagement Goal

Family Engagement Goal:

Banta will offer bi-weekly Spanish and English classes to caregivers to increase knowledge and conversation cafes to increase comfort instruction and conversation.

Action Steps:

- Choose curriculum
- Format lessons and conversation cafes
- Timeline: 23/24 School year
- Persons involved: Volunteers, Fox Valley Literacy Council, Mary Crawmer, Liz LaNou, Amy Nelson, Megan Peterson

Behavioral Engagement Goal:

Banta will have no more than 10 Major Office Referrals per month.

Action Steps:

- Staff will continue to deliver the weekly Second Step Curriculum lessons, follow-up activities, and home communication. This work will be supported at the building level through assemblies, principal communication, and counselor modeling/ support.
- Targeted student support and interventions will start earlier by monitoring building-wide major and lagging skills data at tier 1 and 2 levels
- We will work to develop and organize resources and professional development opportunities to ensure that 100% of classroom teachers are completing at least 3 of the 4 Morning Meeting components five days a week.
- Refresh of Second step during back-to-school PD and follow up during the school year
- Implement a soft start after lunch so students have time to restore and restart before the afternoon starts. The leadership team will meet to work on how these 10 minutes will be designed for teachers and students.

PBIS Tier 1 Action Steps:

- Increase monitoring of classroom lagging skills with reteaching and documentation by the classroom teachers.
- Increase monitoring of classroom lagging skills by the Tier 2 team, with interventions taking place when reaching five minors in 3 weeks.
- Classroom teachers monitor Social and Emotional Learning components and document students that need further teaching by School Counselor.

PBIS Tier 2 Action Steps:

- Formal plans will be developed for students needing Tier 2 behavior support. These plans will be monitored regularly with the intention of fading the intervention as the student responds positively to the intervention.
- Tier 2 team will meet bi-weekly to use data to determine whether to continue, modify, or fade students with Tier 2 intervention plans.
- A collection of written, enforceable, and explicit strategies for managing students needing Tier 2 intervention will be created.

Wellness Goal

Banta staff will participate in at least two district wellness program challenges.

Banta staff will set wellness goals for themselves and reflect on them four times throughout the year.

