

# Title I Schoolwide Program Plan for

## *Manawa Elementary School*

*Created during the 2017-2018 School Year*

*Updated June 2022*



## School Information

School Name:	Manawa Elementary School
School Address:	800 Beech Street
Building Principal:	Ms. Danni Brauer
Email Address:	<a href="mailto:dbrauer@manawaschools.org">dbrauer@manawaschools.org</a>
Phone:	(920) 596-2559
FAX:	(920) 596-5308
Title IA Coordinator:	Melanie Oppor/Michelle Johnson
Phone:	(920)851-5508
Email Address:	<a href="mailto:moppor@manawaschools.org">moppor@manawaschools.org/</a> <a href="mailto:mjohnson@manawaschools.org/">mjohnson@manawaschools.org/</a>

Planning Year:	2021-2022 revised annually	Local School Board approval date:	July 20, 2022
----------------	-------------------------------	--------------------------------------	---------------

## District Information

School District Name:	School District of Manawa
District Administrator:	Dr. Melanie J. Oppor
Phone:	(920) 596-5308
Email address:	<a href="mailto:moppor@manawaschools.org">moppor@manawaschools.org</a>

## Schoolwide Planning Team

Date when plan will be implemented: 2022-2023 school year

Parents:	Jen Rosin, Katie Sitter
School Staff: <i>(include position)</i>	Valerie Pari- Math Specialist/Interventionist Luanne Ujazdowski- Counselor
Administrator(s): <i>(include position)</i>	Danni Brauer- Elementary Principal Michelle Johnson- District Reading Specialist
Community Members:	Jen Rosin, Katie Sitter
Others (Optional):	

## Planning Process

This schoolwide plan is designed around the “Ten Comprehensive Components of a Schoolwide Plan.”

Manawa Elementary School is considered a Schoolwide Title I school. Schoolwide programs serve **all** children in a school. **All** staff, resources, and classes are part of the overall Schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for **all** students, especially those students most in need.

### Communication Plan

#### Processes and opportunities to develop the SW plan:

The School District of Manawa will establish a Title I team to work on our schoolwide plan. It is essential that we have representation from administration, teachers, and community members. The reading specialist will coordinate the meetings that will take place to review data and discuss the plan. The reading specialist will attend CESA 6 Title I Schoolwide Program professional workshops throughout the year to keep abreast of new information and receive guidance and support. This plan will be reviewed annually.

Processes and opportunities to inform, solicit and receive input from stakeholders:

Once the initial meetings have taken place, the reading specialist will contact the community members that are part of the team. We will meet to discuss the progress of the plan and review and make changes based on stakeholder input.



## School Profile

**Manawa Elementary School**

400 Beech Street  
Manawa, WI 54949  
(920)596-5700

---

Manawa Elementary School is a 4K-5 grade school proudly serving approximately 238 young learners in central Wisconsin. The following profile is a brief summary of our school's mission statement and annual goals based on our assessment data. Our entire staff is committed to working in partnership with our families and community to make this the best school possible for our kids. We want all to feel welcomed and valued.

### MES Mission Statement:

MES is a supportive and encouraging environment where students and staff can learn and grow through a collaborative and positive approach. Staff and students will respect and listen to each other while sharing the responsibility of learning.

### Our Strengths:

In addition to our amazing students, our dedicated staff, families, and community are what make Manawa Elementary a great place to be. As a school that serves young learners from 4K-5th grade, we understand and value the uniqueness and talents of all learners. Through our continual work with student achievement data, we as a school work hard to meet the needs of ALL students.

### Manawa Elementary School Principal:

Danni Brauer

## State Report Card:

Please use the following Department of Public Instruction site to access our school report card: <https://apps2.dpi.wi.gov/reportcards/home>

## Fast Facts: 2021-2022 \*Please note this is the most recent data available

Grades	K4-5
School Type	Elementary
Enrollment	242
Percent Open Enrollment	3.9%
<b>Race/Ethnicity</b>	
American Indian/Alaska Native	0%
Asian	0%
Black or African American	.8%
Hispanic/Latino	5.0%
Multiple Race	8.7%
White	85.5%
Students with Disabilities	21.9%
Economically Disadvantaged	56.1%
English Learners	2.5%

## Ten Components of the Schoolwide Plan

### **I. Data/Conclusions (Needs Assessment)**

Analyzing data is a daily practice at Manawa Elementary School. Not only do the interventionists review their students' data often, but a building consultation team (BCT) discusses students' progress weekly. The 2022-2023 Manawa School Calendar provides scheduled monthly Professional Learning Community planning time to collaborate, review data, and student achievement results.

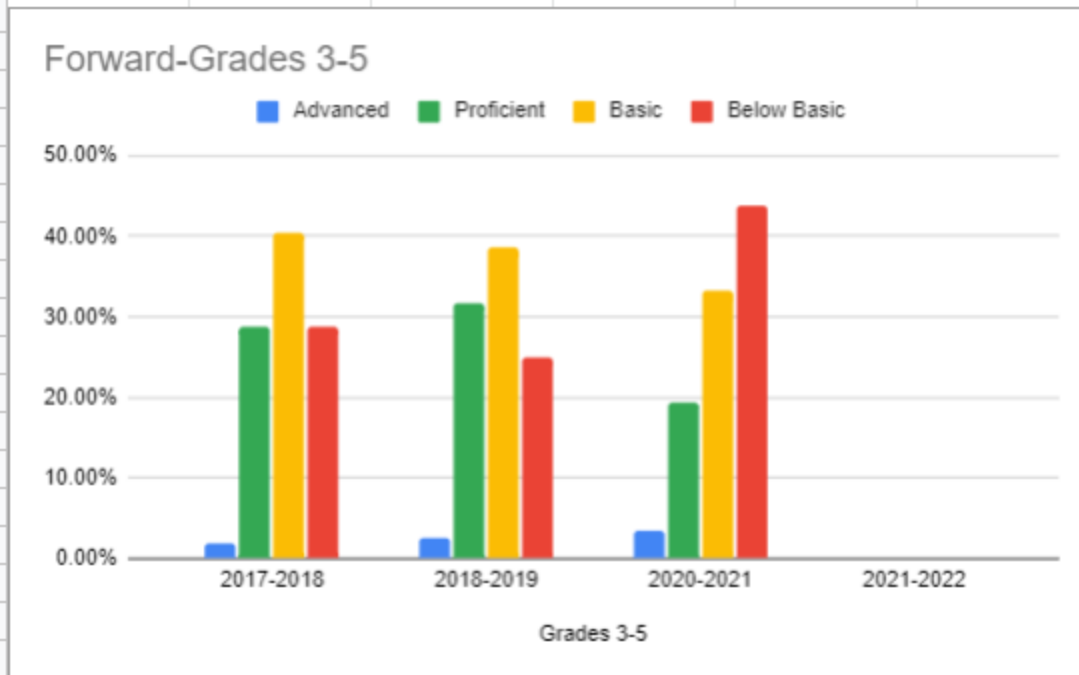
This Comprehensive Needs Assessment will review our Standardized State Test data (the Forward Exam) along with iReady data (our universal screener), our Fountas and Pinnell Running Record Assessment data, attendance, and classroom assessment.

**Forward Data**

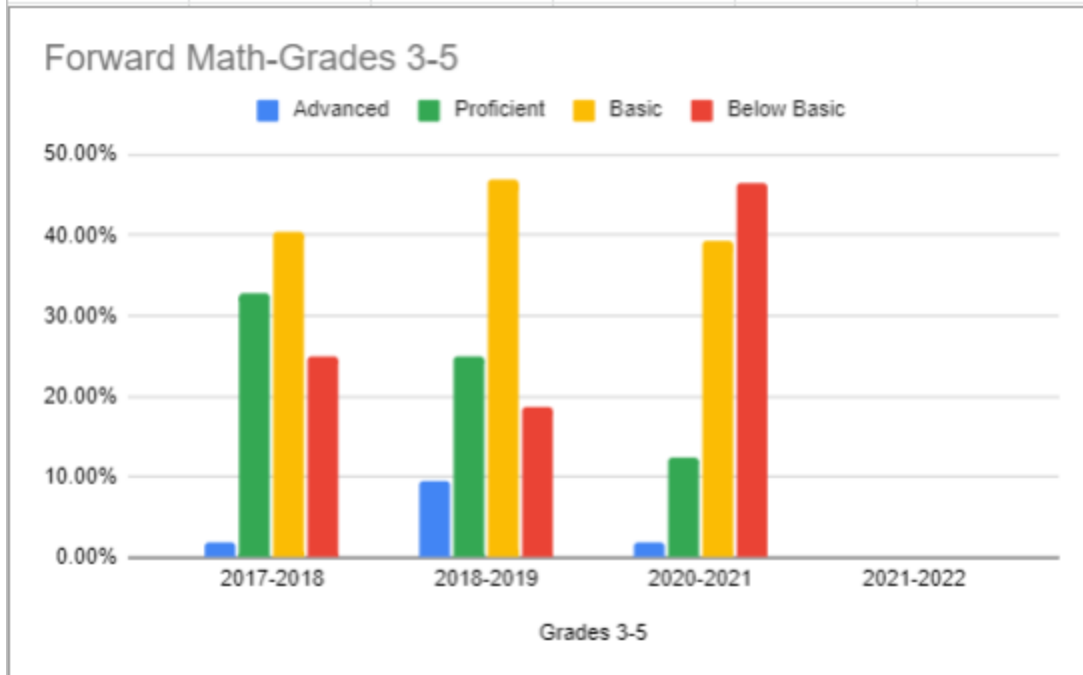
Overall Snapshot 2021- \*Most Recent Data\* 2022 data will not be in until mid summer of 2022.

**Longitudinal Forward (Grades 3-5):**

Grades 3-5	ELA			
	Advanced	Proficient	Basic	Below Basic
2017-2018	1.90%	28.80%	40.40%	28.80%
2018-2019	2.60%	31.60%	38.70%	25%
2020-2021	3.50%	19.30%	33.30%	43.90%
2021-2022				



Grades 3-5	Math			
	Advanced	Proficient	Basic	Below Basic
2017-2018	1.90%	32.70%	40.40%	25.00%
2018-2019	9.40%	25.00%	46.90%	19%
2020-2021	1.80%	12.50%	39.30%	46.40%
2021-2022				



Early Literacy Screener Kindergarten

# Kindergarten Early Literacy Screener

Fall						Winter					Spring		
Functional Vocab. /10	Phonological /Phonemic Awareness /14	Letter Knowledge /16	Decoding /5	HF Words /5	Total /50	Phonological/ Phonemic Awareness /16	Letter Knowledge /8	Decoding /16	High Frequency Words /10	Total /50	Phonemic Awareness /15	Decoding /25	High Frequency Words /10
10	14	16	4	4	48	16	8	14	5	43	13	23	9
7	12	14	0	0	33	16	7	4	3	30	13	17	4
6	11	16	0	0	33	15	7	3	3	28	10	11	5
						16	8	16	9	49	15	23	9
9	11	13	0	1	34	16	8	10	5	39	15	16	5
10	12	16	0	2	40	16	8	10	7	41	15	20	10
6	7	2	0	0	15	6	8	0	0	14	14	7	2
10	14	16	4	3	47	16	8	15	6	45	15	16	8
10	10	15	0	1	36	16	8	7	4	35	15	18	6
10	14	15	3	5	47	15	8	15	9	47	15	20	10
10	8	9	0	0	27	15	5	2	1	23	14	3	2
7	5	0	0	0	12	10	2	1	0	13	7	0	1
10	12	14	0	1	37	11	6	4	2	23	15	6	4
5	14	13	0	1	33	15	7	10	4	36	14	25	7
2	4	1	0	0	7						0	0	0
10	11	16	2	1	40	16	8	11	5	40	15	25	7
10	14	16	0	1	41	16	8	14	6	44	15	25	10
10	14	16	0	4	44	16	8	13	6	43	15	24	8
10	11	16	0	5	42	16	8	12	5	41	13	24	5
7	9	3	0	0	19	10	2	1	1	14	0	0	0
10	6	1	0	0	17	8	3	0	0	11	6	0	0
7	9	14	0	0	30	15	6	3	0	24	13	13	3
10	11	16	0	1	38	15	6	1	2	24	11	17	5
6	13	11	0	0	30	14	4	2	2	22	11	9	3
10	7	6	0	0	23	15	8	10	3	36	14	17	4
Low= 1	Low= 1	Low= 5	Low= 0	0		Low= 1	Low= 4	Low= 11	Low= 12		Low= 3	Low= 9	Low= 8
Emerging= 8	Emerging= 8	Emerging= 2	Emerging= 21	19		Emerging= 4	Emerging= 4	Emerging= 6	Emerging= 10		Emerging= 4	Emerging= 7	Emerging= 10
On Track= 15	On Track= 15	On Track= 17	On Track= 3	5		On Track= 19	On Track= 16	On Track= 7	On Track= 2		On Track= 18	On Track= 9	On Track= 7

Fountas and Pinnell Running Records (Fall/Spring) 2021-2022

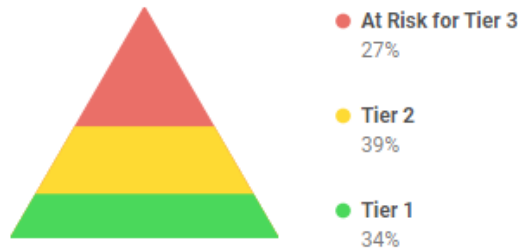
Grade	Percentage of Students at/above benchmark	Percentage of Students at/above benchmark
Grade K		13%
Grade 1	52%	87%
Grade 2	44%	69%
Grade 3	64%	77%
Grade 4	34%	60%
Grade 5	48%	63%



**iReady (Piloted 2022) Grades 1-5**  
**Literacy**

Students Assessed/Total: 134/208

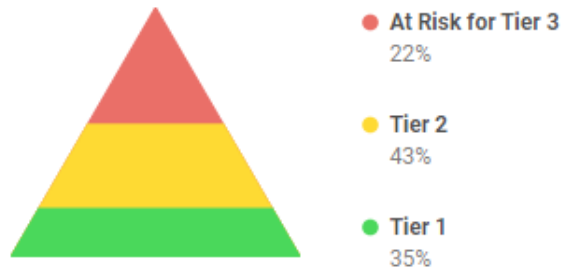
Overall Placement



**Math**

Students Assessed/Total: 162/208

Overall Placement



The data from our statewide assessment (The Forward) from the 2020-2021 year presents a substantial increase in students scoring below basic in both ELA and Math. Dropping trends of those scoring at or above grade level brought an awareness of the need to greatly improve rigorous and relevant instruction at the universal level. An extensive action step is to engage staff in a data dig prior to the beginning of the 2022-2023 school year to identify strengths and areas of improvement. From various

sources of data, building wide goals with associated action steps will be developed and a plan of action set in place.

Review of current data collected from our iReady pilot, presented that our students struggled the most with comprehending informational text and vocabulary; however, 94% of our students scored at/or above grade level in phonological awareness, and 90% of our students scored at/or above grade level in the use of high-frequency words. Targeted skills to increase both comprehension of informational and vocabulary text include (but are not limited to):

**Informational/nonfiction comprehension:**

- Determine the main idea of a text; recount the key details and explain how they support the main idea
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**Vocabulary:**

- Learn new words in the context of a story, practice using them, and explain their meanings through discussion, illustration, and acting.
- Sort words into categories based on their meaning to build an understanding of how words are related to each other.

When reviewing the math iReady data, measurement and data as well as geometry are specific targeted needs of our students; whereas they were strongest in number/operations as well as algebra and algebraic thinking.

**Measurement and data:**

- Draw and interpret bar graphs and picture graphs
- Find the difference between two objects
- Understand that figures with different areas can have the same perimeter and figures with the same area can have different perimeters.

**Geometry:**

- Identify quadrilaterals using more than one category
- Categorize shapes by their attributes

## II. School-Wide Reform Strategies

This data, as reviewed prior to the beginning of the 2021-2022 current year, perpetuated the following action steps to address these concerns:

- Implementation of Fountas and Pinnell Interactive Read Alouds as an educational model strategically and explicitly modeling comprehension questions about the texts, within the text, and going beyond the text. Student comprehension skills were practiced and guided towards mastery through partner/whole class discussion, vocabulary, synthesis of thematic lessons, and experience with both literary and informational texts. (Grades PK-5)
- To address students' learning gap of phonemic awareness and expand foundational decoding skills, Really Great Reading was implemented in grades PK-2.
- Incorporation of modeling expectations and literacy behavioral practices through Fountas and Pinnell Mini-Lesson resources and instructional organization.
- ELA curriculum mapping (PK-5) through identification of essential standards, vertical and horizontal alignment, clearly articulated student outcomes, and resources for each thematic unit planned.
- Collaborative team planning, data interpretation, and action step development based on student need on a regular basis.
- Student-centered instructional coaching cycles incorporating classroom demonstration of research-proven best practices, collaborative team planning, data analysis, and student-centered goal setting based on "Look-For" tools
- Addition of a special assignment teacher to co-teach and work with small groups on strategically aligned intervention/student need

Parallel to the addition of the new special assignment teacher, daily intervention time (Wolf Time) continuously is refined through our Rtl process. Intervention aligned progress monitoring data is reviewed weekly through grade level and BCT teams. Discussion of progress/celebration, or if not enough progress gained, then determination of intervention action steps to follow. For example, if a student shows they need math intervention in the beginning of the year based on their previous data, but over the course of the first quarter they are making large gains, they may be moved out of the intervention and receive basic math fact work time or math enrichment. The same goes for reading. Our teachers work with students on comprehension and fluency in reading if their scores indicate they need that support. If they do not, they are assigned a group for Project Based Learning opportunities. Understanding that we need to make sure the system is "fluid" and able to change according to data and

student needs shows that we are cognizant and vigilant in making sure all students' needs are being met.

One last reform strategy to mention is the fact that our school offers a summer school remediation program for our struggling readers and math students. Programming is designed to be as individualized as possible to meet the specific needs of our struggling students. It is offered to anyone who signs up and wants to work on their skill deficits. We do not require students to attend; however, if a student is falling below benchmark, it is strongly encouraged that they participate.

### **2022-2023 Targeted Goals Based on Current Data:**

1. Foster and build small group/guided instructional practices through expertise professional development, administrative Look-For tools and feedback, and continuous student goal alignment to small group instruction.
  - a. Resource: Literacy Footprints lessons and corresponding text titles
2. Strategic instructional coaching cycles focusing on grades 3-5 to develop vocabulary, literary and nonfiction comprehension.
3. Building decoding skills and identifying needs of students in grades 3-5.
4. Implementation of an expanding Early Literacy Screener at the 4K to determine our earliest learners' needs.
5. An expansion and continued improvement of our WOLF intervention time through the addition of a second special assignment teacher, regular progress monitoring, and fidelity of intervention reviewed.
6. Continue the process of developing formative and summative assessments for math and literacy.

During the 2020-2021 school year, the SDM decided it was time to write and begin implementing a District-wide literacy plan. This plan will span five years, and it is a combination of a glimpse at our current state, and goals and steps that outline our desired state. The elementary school continues to focus on the areas of Phonics instruction using new materials (Really Great Reading) 4K-2, and continue both Interactive Read Aloud/Mini Lesson implementation on a daily basis.

### **III. Instruction by Highly-Qualified Teachers**

All staff in the School District of Manawa are highly qualified. Not only do we ensure that staff have the correct license each time we hire for a position, but all our support staff have either had classroom experience or have completed the Master Teacher requirements.

Most recently, the pupil services committee has worked hard at identifying the qualities for effective instruction. This will be shared with current staff for personal reflection as well as for newly hired staff to ensure they fit our expectations. Please find the complete document below that identifies these qualities.

#### **Effective Instruction**

- **Instructional Delivery**
  - Teaching occurs in the middle of the learners
  - 80% student talk, 20% teacher talk
  - Technology is used in a purposeful and innovative manner
  - Lesson objective is written, verbalized, and reinforced throughout the lesson
  - Real-world application and high order questioning; includes open-ended questions
  - Differentiation of materials and lesson delivery
  - Student goal setting and student reflection
- **Instructional Planning**
  - Backward planning - start with the end in mind
  - Intentionally planning questions, transitions, content, differentiation, and assessments linked to the standards
  - Collaborate with colleagues (interdisciplinary, specialists, guidance, etc.) to ensure all student needs are met
- **Professional Knowledge**
  - Demonstrates accurate knowledge of the subject matter
  - Knowledgeable of research/evidence-based practices
- **Assessment for and of Learning**
  - Formative assessment results are used to differentiate, inform, and guide instruction
  - Summative assessments are written before the unit/lesson is taught
  - Timely feedback of assessment results to all stakeholders

- Common assessments are used to measure learning
- Learning Environment
  - Builds relationships with students, parents, and colleagues
  - Creates an environment that is conducive to engaging all learners
  - Effective routines and procedures
  - Promotes digital citizenship
- Professionalism
  - Collaborates with colleagues to share responsibility for all learners
  - Networks with professionals in and outside the district
  - Reflects on instructional practices
  - Demonstrates appropriate communication with students, colleagues, administration, parents, and community
  - Willingness to seek out professional development opportunities to grow as a teacher

#### **IV. High Quality and Ongoing Professional Development (may be included in implementation activities)**

The administrative team has taken up the task of writing a five-year professional development plan for the school district. After looking at student achievement data along with teacher perception surveys, the following has been determined as our focus area and goals in which to measure our progress as shown on the following [Plan on a Page](#). Along with forward planning for professional development, the district also provides some current PD for our staff. The elementary teachers receive iReady data training to learn how to more specifically understand and use their student data. The staff also participates in ongoing book studies on various topics. The reading specialist and math coach serve as instructional coaches and offer both literacy and numeracy support for teachers.

#### **V. Strategies to attract highly-qualified teachers**

The School District of Manawa takes great pride in its staff and wants the very best instructors. The district's SAM (Salary Advancement Model) is a salary program that allows us to remain competitive with surrounding school districts and provides incentives for teachers to pursue professional development opportunities.

Below is the Hiring Process and Timeline for Hiring Effective/Quality Instructors for our school district.

## Hiring Process and Timeline for School District of Manawa

### Posting Process

- Review position description
- Establish timeline for posting, interviews and approval of candidate
- Post internally via email by District Office Secretary simultaneously with external posting; internal candidate requests transfer to a different position
- Post externally to WECAN and District Webpage to include qualifications and job description (or local newspapers, radio, local t.v., etc.) by District Office Secretary and send to Board of Education Members via email
- Develop interview questions
- Determine interview team(s)

### Searching Timeline

- Post for at least two weeks or until filled
- Develop interview questions (drafted by District Administration with Admin. Team for administrative and teaching positions; drafted by principals for support staff)
- Determine interview teams
  - 1<sup>st</sup> Round for teachers is conducted by a combination of stakeholders to include the principal, teachers, parents, and students (if age appropriate).
  - 2<sup>nd</sup> Round for teachers is conducted by the Admin. Team.
  - **Or**, in unique circumstances, round 1 and 2 for teachers are combined to streamline the interview/hiring process
  - 1<sup>st</sup> Round for administrators is conducted by a combination of stakeholders to include the superintendent, teachers, parents, and students (if age appropriate).
  - 2<sup>nd</sup> Round for administrators is conducted by the Board of Education.
- Review applications
- Conduct initial reference checks
- Call candidates for 1<sup>st</sup> round of interviews
- 1<sup>st</sup> round interviews
- Call candidates for 2<sup>nd</sup> round of interviews
- Conduct final reference and background checks
- 2<sup>nd</sup> round of interviews
- Confirming interview with District Administrator (financial and district expectations)
- Recommend candidate to Board of Education

## **Transition Process**

- Candidate to be introduced
- Transition plan developed and shared with candidate for a smooth entry into the position
- Transition days to occur
- Position start day

## **Staff and Program Change Proposals**

- November - Written proposal is submitted to District Administrator by principals and directors for the following school year
- December – District Administrator compiles list of staff and program change proposals
- December – Business Manager assigns dollar value to each change proposal
- January - Finance Committee meets with Administrative Team to balance additions and reductions based on presenting a total balanced budget to the full Board
- January/February – Full Board of Education approval of staff and program changes as part of the balanced budget; apprise personnel affected by changes prior to the Board meeting
- February/March – Create job descriptions, post new positions, and begin timeline beginning at the beginning of this procedure
- March – Issue contracts
- April 15 – Contracts due

## **VI. Parent Involvement Strategies**

The following is our school district's policy for parent involvement:

### **9250 - RELATIONS WITH PARENTS**

The Board of Education believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained.

The Board believes that it is the parents who have the ultimate responsibility for their children's in-school behavior, including the behavior of students who have reached the



legal age of majority, but are still, for all practical purposes, under parental authority. During school hours, the Board, through its designated administrators, acts *in loco parentis* or in place of the parents.

The Board recommends that the following activities be implemented to encourage parent-school cooperation:

- A. parent-teacher conferences to permit two-way communication between home and school
- B. meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems
- C. special events of a cultural, ethnic, or topical nature which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the schools or community
- D. open houses in District schools to provide parents with the opportunity to see the school facilities, meet the faculty, and sample the program on a first-hand basis

Each school in the District shall hold an open house at least annually.

For the benefit of children, the Board believes that parents have a responsibility to encourage their child's career in school by:

- A. supporting the schools in requiring that the children observe all school rules and regulations, and by accepting their own responsibility for children's intentional in-school behavior;
- B. sending children to school with proper attention to their health, personal cleanliness, and dress;
- C. maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework by providing a quiet place and suitable conditions for study;
- D. reading all communications from the school, signing, and returning them promptly when required;
- E. cooperating with the school in attending conferences, meetings, and workshops set up for the exchange of information of the child's progress in school.

© Neola 2006

Manawa Elementary School recognizes the importance of the home and school connection. Student success is enhanced when students, parents, and teachers all work together. We strive to create a welcoming environment where families feel comfortable and are confident that we focus on their child's safety and success.

### **Parent Involvement Opportunities:**

- Open house
- Parent-Teacher Conferences
- Title I Literacy and Math Family Nights
- EL family home visits
- Team meetings for Gifted and Talented, EL, struggling, and students who have IEP's
- Art and music family nights
- Parent volunteer opportunities within classrooms, field trips, etc
- Student celebration phone calls, emails and positive communication
- STEP community volunteers of extended family members and friends
- End of the year celebration volunteer/organization
- Parent Teacher Association organized activities with the school
- Open Board of Education meetings

### **VII. Transitioning Students**

Manawa Elementary School offers an Early Childhood Program as well as a 4K program. The Early Childhood teacher assures her students not only receive the individual skills practice they need, but they are included in many of the 4K learning opportunities as well.

In the past, in coordination with our Title I program, the 4K team invited all parents of incoming preschool students to participate in a family fun and information night. Families had the opportunity to explore many different stations with hands-on activities they could complete with their child. They also got a tour of the school, an opportunity to meet the 4K teacher and principal, and ask any questions regarding their child and their transition into school. There is also a summer school program offered for our students both those going into 4K and those that are transitioning into kindergarten.

Manawa Elementary School continues to work hard at helping the transition of our students from fifth grade to the new Middle School, which is grades 6-8. Students and teachers take a day to tour the middle school and meet the teachers. This is often a time for many apprehensive students to get their questions answered and get a feel for what to expect. As a district, we also offer a Summer School Transitions class for our students where they learn how to use their locker, stay organized, test-taking skills, and other useful strategies to make their transition to junior high successful. In addition, all teachers in each grade fill out transition forms for students so that their next teacher is

aware of their strengths, needs, and any additional support they will need to provide to ensure the students start the new year set up for success.

### **VIII. Teacher Participation in Assessment Decisions**

Monthly, the school calendar provides PLC time for partnering teachers to have built-in planning time. During this time, teachers can work with their grade level team on reviewing student achievement data, goal-setting, and developing common assessments. Teachers have also been given training on how to use our STAR assessments to provide skill intervention or enrichment to our students. Having a key role in analyzing and using data makes it more relevant for teachers so there is a strong connection between data and the curriculum.

### **IX. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

MES prides itself on our continually-improving Rtl model. A Building Consultation Team meets weekly to discuss students “who” are not making gains or having difficulty mastering the standards. Teachers sign up to be part of the meetings and bring useful data, so the team can implement skill aligned intervention and support. The following link will take you to the [District Rtl Plan](#).

We feel it is critical to find our students strengths and weaknesses and create ways to either help enhance their skills or improve their skills. Because of this, thirty minutes a day are set aside for Wolf Time. Wolf Time is an opportunity to work on skill deficits with a teacher that re-teaches and uses programs to close gaps, or it is an enrichment time to work on Project-Based Learning opportunities to enhance our above-benchmark students. Students that do need remediation for their skills are put into a Tier 2 intervention. They are given small group support from either a teacher, a math or reading interventionist. We monitor these students using intervention aligned progress monitoring tools to see if they are making improvements.

The most important part of our Rtl process is that we realize that our groups of students are always changing. Grade level teams meet quarterly or sometimes sooner if there is new data, and they determine their new groupings of students. This constant monitoring and willingness to provide useful, tailored support for students makes our Wolf-Time an imperative part of the school day.

## **X. Coordination and Integration of Federal, State, and Local Resources**

Manawa Elementary School utilizes its Title I resources to provide teachers who specialize in reading and math instruction. These staff members work with all children in the school, but they are the main resource people for students needing additional support. In addition to these federal funds, MES uses other state and local resources to best meet the needs of our students and our school's mission. Utilization of all these resources follows federal requirements.

The following is a list of programs that have been made possible through state and local resources:

- Free and Reduced meals for qualifying families (Free breakfast and lunch for 2020-2021)
- School Counselor, Nurse, Speech Therapist and Part-Time Psychologist
- Special Education Services
- Physical and Occupational Therapy
- Seal-A-Smile Dental Assistance
- Routine screenings for hearing, vision, or academic concerns
- Growth and Human Development Classes
- Red Ribbon Week
- Project Backpack (food for families in need)
- Project Back-to-School Backpack (school supplies for students in need)
- Clothing Drive
- Summer School Program for extended learning opportunities
- Intervention materials and support programming for both gifted and at-risk students
- PD opportunities for all staff
- PBIS incentive program
- Student Council
- Two additional special assignment teachers to lead small group, intervention, progress monitoring and co-teach where needed
- Implementation of student-led instructional coaching cycles based on data

## **Dissemination, Review and Revision**

This schoolwide plan will be shared at a staff meeting so that all elementary staff can take part and ask any questions they may have. The plan also gets addressed during the Curriculum Committee meeting as well as at the school board meeting. It will also get linked to the district's website under the Title I tab once it has been reviewed and approved. Review and revision of this plan will take place annually. Once the initial assessment data is gathered during the next school year, the committee will begin to meet and analyze the findings and begin the Needs Assessment to determine focus areas. There will be meetings throughout the school year to reassess and add data and new programming. The plan will continue to be shared with all stakeholders on the district website.