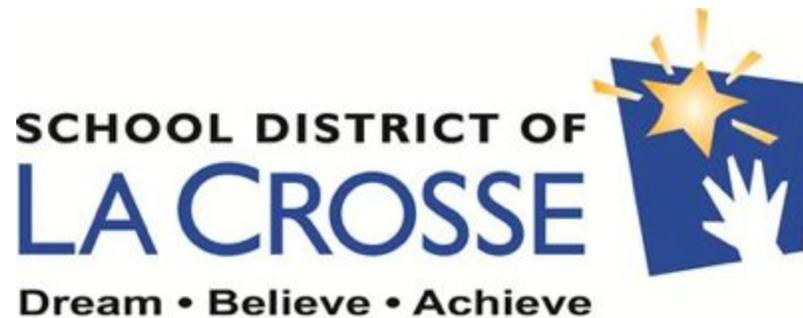


2016-2017

To

2021-2022

North Woods International  
School Improvement Plan



School improvement plans are a catalyst for both alignment and focus. While all schools need goals and plans, those do not need to be exclusively "test output" goals as there are many considerations (head and heart goals) when seeking to positively impact achievement. That said, whether you are focused on academic or "other" goals via your site plan, you should include "measurable" components; this allows for a baseline, or growth, to be measured. Did the action plan lead to growth? To address that inquiry, it takes some form of measurement.

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

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

[School Improvement Plans](#)

#### **The 2017-2018 Staff Development Plan**

<https://docs.google.com/document/d/1J4UhC1nj9InOm5glSMtMuC7cpThPbAZiOIUBJI1x2g/edit?ts=5935bcfa>

#### **The 2018-2019 Staff Development Plan**

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

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Section 2: Goals, Objectives, & Intervention Strategies (Building determined, but aligned to instructional priorities)

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# **School Vision and Mission**

**Vision: International Mindedness Through Inquiry**

**Mission: NWI School is committed to preparing and inspiring students to become productive and compassionate citizens of our intercultural world. Through the IB Learner Profile we aspire to create a caring learning environment while offering a strong inquiry based curriculum, with an international perspective that fosters problem solving and lifelong learning.**

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

### Vision

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

### Mission Statement

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

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

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

### Core Values:

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

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

Goal 1:	<p>Goal Statement: Meet the needs of students with complex behavior through universal supports, and through Tier II and III interventions</p> <p>Monitored by IB Profile Team.</p>
Rationale (How does it connect to the overall district instructional plan)/	<p>Rationale Statement: We know that students need to feel safe, emotionally, physically and culturally at school to be able to take academic risks. By building a system of supports at North Woods International based on IB Profile Attributes our goal is remove barriers that prevent student learning and success.</p>
Connections (check all that apply)	<p>X Safety   <input type="checkbox"/> Engagement   <input type="checkbox"/> Relationships   <input type="checkbox"/> Equity   <input type="checkbox"/> Achievement</p>
Overall Results (fill by June 15th).	<p>CICO was completed with fidelity, as well as BIPs based on brief FBA's and Complex FBA's. Intervention tracking has improved, however, still room for growth. Interventions were tracked in Intervention Tracking sheets, and in skyward, however, not consistently. Language was changed to be compatible with IB, however, not all are consistently using the new language.</p>

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
System of Tier I Universal Expectations	PBIS Tier I Coach PBIS Universal Team All Staff	Building expectation Rotations Classroom Expectations Building ODR Data	Fall and Winter	Fall - Yes
Tier II CICO Groups	PBIS Tier II Coach	Monday Data Review	Data Entered by Refocus TA	Yes - CICO provided

	Principal CICO Greeters Refocus Room	CICO Data Entry Training for CICO Greeters	Data reviewed on Monday and shared out to teachers	with fidelity
Other Tier II and III Interventions	PBIS Tier II Coach Tier II and III Interventionists BLT and SMT	BLT and SMT Monday Data Review	Data reviewed on Monday and shared out to teachers, if applicable.	Yes - BIPS based on brief FBA's and complex FBA's
Interventions implemented with fidelity and tracked	Principal PBIS Tier I & II Coach PBIS Universal Coach	Monitor Universal and Classroom Expectations Monitor fidelity of implementation of Interventions Monitor Intervention tracking	Interventions tracked during Monday Data Review, BLT and SMT	Improved - however, still work on improving Tier II and Tier III intervention tracking.
Change Language and practices to be compatible with IB	PYP Coordinator Principal All	Training Time	Ongoing	Yes, changed language. Now need consistency in expectations.

Goal 2:	<p>Goal Statement: Staff will meet all Standards and Practices required of PYP schools.</p> <p>(Goal monitored by IB Leadership Team.)</p>
Rationale (How does it connect to the overall district instructional plan)/	Rationale Statement: To develop international-mindedness through inquiry resulting in a new understanding and taking action in making a difference in the world.
Connections (check all that apply)	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Relationships <input type="checkbox"/> Equity <input type="checkbox"/> Achievement
Overall Results (fill by June 15th).	<p>Program of inquiry has been completed, and staff are 'on track' in terms of completed PYP Units. All staff has received Category I training, and also completed book study on the Inquiry process. Parents have been educated and updated about PYP changes through "Coffee, Tea and IB" events, and grade level newsletters. PYP has been marketed to the general community through TV interviews, and through the district and building website. Marketing remains a strong area of need, as enrollment is declining slightly in younger grades.</p>

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
Complete POI (Program of Inquiry)	PYP Coordinator All Staff	Training PYP Coordinator Financial Support	Ongoing, complete by April 2020	Yes
Attend PYP training	PYP Coordinator Principal	District resources for training costs	June 27-30, 2018 and June 10-12 2019	All staff completed Category 1 - June 200

Change Language and practices to be compatible with IB	PYP Coordinator Principal All	PYP Coordinator Training Meeting Time	Ongoing	Ongoing; Staff is using IB Profile lang and received training in Inquiry.
Complete 6 Transdisciplinary Units	PYP Coordinator All Staff	Curriculum Development Time Financial Support Grade Level Planning Time	Weekly Grade Level Planning Meetings and ½ day planning days each month Complete by April 2020	All staff is in line with timeline. All have completed 2 units, most have completed 4, some all.
Educate and update parents and community about IB	PYP Coordinator & Leader Administrative Assistant Principal All Staff	PD: Elevator Speeches Website, Newsletter Coffee, Tea and IB	Monthly Updates in Newsletter Quarterly Presentations	Three “Coffee, Tea and IB”, and IB newsletters sent to parents by each grade level.
Market PYP	Principal Administrative Assistant All Staff	Flyers Website Pencils with NWI Lgo	Family events Oktoberfest Parade Ongoing	PYP marketing through TV interviews, website, newsletter, LPEF presentation & TEAM presentation

Goal 3:	<p>Goal Statement: Encourage, support and monitor a healthy climate in classrooms, staff meetings, and overall in the building.</p> <p>(Goal monitored by Climate Team)</p>
Rationale (How does it connect to the overall district instructional plan)/	<p>Rationale Statement: We know that building healthy relationships is instrumental to students' ability to take academic risks. By developing a strong sense of community in the classroom through morning meeting, positive teacher language, and practicing routines to fluency, students will feel a sense of well-being.</p>
Connections (check all that apply)	<input type="checkbox"/> Safety <input type="checkbox"/> Engagement <input checked="" type="checkbox"/> Relationships <input type="checkbox"/> Equity <input type="checkbox"/> Achievement
Overall Results (fill by June 15th).	<p>Essential Agreements were developed based on staff input at a staff meeting. Teams shared out each essential agreements, which were revised based on feedback, and then framed and signed by all staff. PBIS and Climate Survey results were reviewed and feedback used to determine areas of "Glow and Grow". Survey results indicate growth in climate in virtually all areas.</p>

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
Development, implementation and monitoring of Essential Agreements for classrooms, staff meetings, and for staff outside of meetings.	Classroom teachers Students Climate Committee	Training in how to create essential agreements	Development in September Implementation and monitoring is ongoing	Yes, Signed and on wall
Continue Use of Responsive Classroom Practices	Classroom Teachers	Responsive Classroom Books Instructional Coach	Ongoing	Yes, although review is needed.

Monitor Use of Responsive Classroom Practices	Instructional Coach Principal	EE Evaluation Tools	Ongoing	Yes, by principal in evaluations and by instructional coach, particularly in morning meetings.
Share out and remind staff of Essential Agreements	Climate Team Principal PYP Coordinator Instructional Coach	News and Notes Stand Up Meetings Staff Mini-Trainings	Weekly News and Notes Thursday meetings before school	Yes, in News and Notes and at Staff Meetings.
Collect data about areas of focus and areas of need and respond to those needs	Climate Team	Surveys Stand Up Meetings Staff Mini-Trainings	End of each quarter	Yes, through PBIS and Climate Survey Results.

<p>Goal 4:</p>	<p>Goal Statement: By the end of the 2018-2019 school year, 40% of students at NWI will score 80% or higher on the NBT and NF questions on the District Standards Based Math Assessment.</p> <p>(Goal monitored by Pedagogical Leadership team.)</p>
<p>Rationale (How does it connect to the overall district instructional plan)/</p>	<p>Rationale Statement: All students need to exhibit competence in Numbers and Operations in Base Ten and Fractions math as foundational skills in order to continue to build on math skills throughout their education.</p>
<p>Connections (check all that apply)</p>	<p><input type="checkbox"/> Safety   <input type="checkbox"/> Engagement   <input type="checkbox"/> Relationships   <input type="checkbox"/> Equity   <input checked="" type="checkbox"/> Achievement</p>
<p>Overall Results (fill by June 15th).</p>	<p>Math benchmark data was used to set goals, and math benchmarks assessments were set. PLC conversations focused on Math benchmarks, and on results, both on STAR and on district Math benchmark assessments. Interventions were provided in Math. Development and use of common formative assessments is inconsistent between grade levels. As a school we exceeded our goal as 48% of students scored 80% or higher on the NBT and NF questions on the District Standards Math Assessment. (This is a significant improvement as last year only 20% of our students achieved 80% or higher on the NBT and NF questions.)</p>

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
Analyze Baseline Data in Math from previous year to determine needs and set goal.	Principal Instructional Coach	Wisconsin Forward Test Results End of Year Math STAR results District Standards Based Math-Assessment	August - September 2018	Yes, goal was set based on results.
Develop PLC processes and formats to improve instruction	Instructional Coach Principal	PLC Solution Tree Training PLC books	July - September 2018	Training was provided in PLC processes, although this is room for growth.
Identify I CAN Math statements each week and target instruction to these	Classroom teachers Principal Instructional Coach	PLC agendas Posting of I Can Statements	Ongoing	I Can Statements were an area of focus in PLC's, however, training in PLC processes based on common targets is needed.
Use Math Formative Assessments and District Math Assessment data to identify where reteaching is needed, and to develop interventions, deliver interventions, and monitor interventions	PLC teams Instructional Coach Interventionists Principal	PLC training and support Intervention Tracking Training in interventions and intervention tracking PLC Time	Ongoing	Math formative assessment development was inconsistent between grade levels. Interventions were provided in Math.

Goal 5	<p>Goal Statement: Develop, deliver and assess clear Spanish targets for each grade level.</p> <p>(Goal monitored by Spanish Team)</p>
Rationale (How does it connect to the overall district instructional plan)/	Rationale Statement: Acquisition of another language is a required component of an IB school, and clear targets, instruction and assessments of that language is needed to articulate to the next level.
Connections (check all that apply)	<input type="checkbox"/> Safety <input type="checkbox"/> Engagement <input type="checkbox"/> Relationships <input type="checkbox"/> Equity <input checked="" type="checkbox"/> Achievement
Overall Results (fill by June 15th).	The Spanish Committee developed Spanish targets for each grade level. They also supported each other in instructional strategies to deliver these units through the IB units. Additionally, formative assessments were developed, and an end of year "Spanish Language Report Card".

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
Develop clear Spanish Targets for each grade level	Spanish Team	IB Language Acquisition Targets	Fall 2018	Yes, Spanish language targets developed.
Deliver clear instructional Spanish	Spanish teachers	Books in Spanish	Ongoing	Yes, Spanish

Targets	Amity Interns Team-Teaching with classrooms	Resources in Spanish Financial Support for these resources		language targets delivered.
Assess Spanish language targets	Spanish Teachers Amity Interns	Developed Assessments	Ongoing	Yes, report card inserts developed.

Goal 6	<p>Goal Statement: Reduce the gap between students who are economically disadvantaged and non-economically disadvantaged on the STAR assessments in Math. (This gap of 31% in Spring of 2016, and a gap of 34.6% in Spring of 2017, and 23.3% in Spring of 2018.)</p> <p>(Goal monitored by Benchmark Management Team)</p>
Rationale (How does it connect to the overall district instructional plan)/	Rationale Statement: Students need to be provided an adaptive level of support and guidance based on their unique set of experiences, skills, and abilities to achieve at equal levels.
Connections (check all that apply)	<input type="checkbox"/> Safety <input type="checkbox"/> Engagement <input type="checkbox"/> Relationships <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Achievement
Overall Results (fill by June 15th).	<p>Gap was 37% in Spring of 2019, so gap widened. However, the percentage of students proficient and advanced, increased from 48.2% to 62% Not Econ. Disadv. and 20.7 to 25% Econ. Disadv. Strategies this year employed toward reaching this goal was Improved universal instruction in Math provided through training in best practices, such as math workshop. Additionally, all students with gaps in math competence were identified on intervention tracking sheets, and interventions were provided by classroom teachers, TA's, and Trust Point and Read to Success tutors. Wrap around services were also provided for economically disadvantaged students included the Food Pantry and other community based supports, A goal area for next year is development of math formative assessments,</p>

with results discussed in PLC's.

What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful?
Analyze Gap between Economically Disadvantaged and Non-Economically Disadvantaged over the past 3 years	Instructional Coach Principal Director of Curr, Inst. and Assessment	Wisedash STAR Scores	Summer 2018 and Summer 2019	Yes in 2019 ___in 2019.
Assure that universal instruction in math is meeting the needs of most students.	Instructional Coach Principal Math Supervisor	Instructional Coach (time in classrooms) Principal (EE Evals) Grade Level Planning time PLC Time	Ongoing	Yes, through coaching by Instructional Coach, and EE feedback, and at GLP and PLC time.
Identify Math Formative Assessments and District Math Assessment data to identify where reteaching is needed, and to develop interventions, deliver interventions, and monitor interventions	PLC teams Instructional Coach Interventionists Principal	PLC training and support Intervention Tracking Training in interventions and intervention tracking PLC Time	Ongoing	Math formative assessment development was inconsistent between grade levels. Interventions were provided in Math.
Provide Math instruction through a Math Workshop Approach	Instructional Coach Classroom teachers Principal	Use of training receiving in September 2017	2018-2019 School Year	Yes, most staff are using a Math Workshop Approach.

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

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

Year						
2016 - 2017	Students in Grade 2-5 SGP of 50 in STAR Reading and STAR Math (Reading was 55, Math 46)	Training in Cornerstone I - Focus on Equity - (Staff indicated they definitely or somewhat knew all except how to use the equity audit.)	PBIS Tier I and Tier II on Physical, Emotional and Cultural Safety (ODR's reduced with peak of 23.89 minors/2.33 Majors in November to 10.5 minors/1.33 majors in April)			

2017 - 2018	Students will demonstrate high levels of growth in reading and math as evidenced by a median SGP of 51 or higher on the STAR assessment (reading grades 2-5 and math grades 1-5) and 80% of students in K & 1 will meet district benchmarks in reading and math.	The gap between students who are economically disadvantaged and non-economically disadvantaged on the STAR assessments in Math will be closed, through a reduction in the gap each year. This gap of 31% in Spring of 2016, and a gap of 34.6% in Spring of 2017.	Implement the Tier I and Tier II PBIS systems of support with fidelity. (Systematically review building, class and student data and implement plans, implement universal supports and Tier II plans with fidelity)	Complete the PYP application for candidacy and work with grade level teams to begin conversations about transposing our curriculum into the 6 transdisciplinary themes.	Provide training to all staff on Responsive Classroom strategies; implement morning meeting with fidelity in all classrooms, use positive teacher language of reinforcing, redirecting and reminding, model and use interactive modeling and practice to achieve fluency in classroom routines.	
2018 - 2019	Meet the needs of students with complex behavior through Universal supports, and through Tier II	Staff will meet all Standards and Practices required of PYP schools.	Encourage, support and monitor a healthy climate in classrooms, staff meetings,	By the end of the 2018-2019 school year, 80% of students at NWI will score 80% or higher on	Develop, deliver and assess clear Spanish targets for each grade level.	Reduce the gap between students who are econ. disadvantaged and non-ecom.

	and III interventions		and overall in the building.	the NBT and NF questions on the District Standards Based Math Assessment.		disadvantaged on the STAR assessments in Math.
2019 - 2020						
2020 - 2021						
2021 - 2022						

## Appendix A- Title I Schoolwide Plan Information:

### 1. Comprehensive Needs Assessment:

[North Woods Building Needs Assessment](#)

### 2. Schoolwide Reform Strategies

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

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

The School District of La Crosse takes pride in hiring only highly qualified teachers. This means they all are fully trained, certified, and often experienced in the position they teach. Our faculty consistently has a high percentage of advanced degrees, and we do a good job of retaining some of the top staff in the state and the nation. Life events, such as retirement, childbirth, or illness, sometimes cause a need for a long-term substitute teacher. When this happens we always make every effort to hire a highly qualified substitute. All are certified teachers and most are licensed in the area in which they are substituting. In rare cases it may be impossible to find a teacher with a particular certification, such as special education. This may result in the district asking the Wisconsin Department of Public Instruction for an emergency license<sup>[1]</sup> for such a teacher. The notification of highly qualified teachers is included in the school improvement plan and also in the fall newsletter. If you ever have any questions about the certification of any of our staff, please call me, Sandy Brauer, 608-789-7000.

### **4. High quality and ongoing professional development**

Staff strategically plan for, access, and utilize professional development aligned to the School Improvement Plan. In addition to options at the building level, staff also participate in district staff development as well as off-site opportunities. Training opportunities have targeted areas of International Baccalaureate certification and implementation, Professional Learning Communities, and equity.

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

School District of La Crosse Board Policy

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

**5330**

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

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

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

employment of minorities.

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

Board of Education Informed: 03/15/13

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

North Woods International hosted multiple family nights this year to include: Family Game Night, Love & Logic workshop, Hans Mayer concert, Carnival of Engineering, and a Rick Chrustowski author visit. The goal of these family nights was to increase parent involvement and provide information for our parents. Multiple contacts were made with parents through open house, conferences, newsletters, and individual contacts. A full parent participation report can be viewed with the following link.

[North Woods International Parent Participation Report](#)

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

North Woods International provides a variety of supports to students and parents/guardians during the transition from early childhood to Kindergarten. Students with special needs identified between the ages of birth to three and pre-school / 4K are supported via our partnerships with local medical agencies and social services. Our partnership with Peace of Mind is one example of an established agency in La Crosse that provides counseling services and connects students to available . Children identified with special needs are supported by our district's Special Education program.

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

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

Teachers at North Woods International use a variety of informal, formative, and summative assessments to help determine student progress. Teams meet during professional learning communities (PLC's) to make instructional decisions regarding students which may or may not lead to participation in tier 2 or 3 interventions. Teachers also attend and are part of decision making during Student Management Team (SMT) meetings.

**Major steps of the needs assessment process employed at North Woods International to enable data-driven decisions to be made on the priority student academic/other support needs. Teachers are a part of every decision making step for students.**

North Woods International has a Leadership Team with representatives at each grade level and specialists to determine specific school-wide needs and to help set goals. They also direct and guide our Professional Learning Communities (PLCs). Careful examination of data helps drive our RtI groups and interventions. There is a Benchmark Management Team (BMT) which meets quarterly to analyze building data and check documentation of interventions for fidelity. In addition to Leadership Team and BMT, we have a Student Management Team (SMT) which helps to support student academic and behavioral needs.

The process includes the following:

- Site plan goals
- District kindergarten assessments
- District first grade assessments

- Standardized Test for the Assessment of Reading (STAR) (Also a math screening)
- Developmental Reading Assessment (DRA) scores
- AIMSweb results (benchmark and progress monitoring as part of RTI interventions)
- Wisconsin ForWard Exam
- Teacher observations
- Standard C

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

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

At the universal classroom level, we provide resources our teachers to carry out Tier 2 and Tier 3 interventions as needed. Teachers are working towards better instructional practices to proactively design lessons to personalize learning for students. There is a focus on school culture. The focus on culture aligns to the emphasis on relationships, safety, engagement, and equity which will lead to the closing of gaps and better overall student outcomes by positively changing the classroom environment. We are a PBIS school and our coaches work with our building teams to improve the culture and climate of our school.

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

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

Some of the expenditures with Title I funds include:

- Title I staff
- Family nights:
  - Game night
  - Rick Chrustowski author visit
  - Hans Mayer concert
  - Love & Logic workshop
  - Carnival of Engineering