

Title I Schoolwide Program Plan

Crandon Elementary School

2020-2023



Table of Contents (Click on the component title and it will take you directly to that section of the document)

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>REQUIRED COMPONENTS</p> <ul style="list-style-type: none">● General Information● Schoolwide Planning Team● Schoolwide Planning Process● Comprehensive Needs Assessment● Schoolwide Reform Strategies● Implementation/Action Steps (School Improvement Plan)● Tools and Processes for Monitoring Progress● Instruction by Appropriately Licensed Staff● Strategies to Increase Parent and Family Engagement● Communication Plan● Coordination and Integration of Federal, State, and Local Resources, Services and Programs | <p>OPTIONAL COMPONENTS: (required in the overall)</p> <ul style="list-style-type: none">● Teacher Participation in Making Assessment Decisions● Strategies to Attract and Retain High Quality Teachers● High Quality and Ongoing Professional Development (Required for Title II)● Transition Strategies● Improving Students' Skills Outside the Academic Subject Areas● Preparation for and Awareness of Post Secondary & Workforce Opportunities● Schoolwide Systems to Address Behavior |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Crandon Elementary Title 1 Schoolwide Plan

| General Information | |
|----------------------------|------------------------------------------------------------------------------------------------------------------|
| School District Name | Crandon School District |
| School Name | Crandon Elementary School |
| School Address | 9750 U.S. Hwy West |
| Building Principal | Tina Strong |
| Title I Part A Coordinator | Ryan Ourada |
| Contact Information | 715-478-6125 ouradrya@sdoofcrandon.com 9750 U.S. Hwy 8 West |

| Schoolwide Planning Team | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <p>An effective Title 1 Schoolwide plan must include the engagement and input of members of the school community in order for plans to be comprehensive and effective. A planning team must be assembled to develop and implement a Title 1 schoolwide program. This plan is to be developed with the engagement of administrators, teachers, parents, and other community members to be served.</p> | |
| Administrator(s) | Ryan Ourada, Director of Curriculum and Instruction |
| Family/Parents | Mary Lemaster/parent, Ashley Jaeger/parent, Sarah Thomaschefsky/parent |
| Title I Part A Staff | Olivia Vollmar/Kindergarten Teacher |
| Licensed Staff | Hilary Thompson/Reading interventionist Jamie Palubicki/Reading interventionist |
| Classified Staff | |
| Others (<i>students, community members, etc.</i>) | Forest County Potawatomi Education Department: Sarah Thomaschefsky |

| Schoolwide Planning Process | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------|------------------|
| The following table summarizes the steps and activities of our planning process. This includes planning team meetings, subcommittee work sessions, parent meetings, staff meetings, etc. where planning took place as well as other activities conducted that contributed toward the development of this plan (i.e. needs assessment data collection and analysis, inquiry process). | | | | |
| Meeting Dates | Agenda Topics/Planning Steps (Add links to agendas, notes, etc.) | Participants at Meetings (check all that apply) | | |
| | | Planning Team | All Staff | Family/Community |
| Ongoing | School Wide Strategic Planning: Focus discussion on increasing student achievement by offering support to new teaching staff. | X | Elementary BLT (Building Leadership Team) | |
| Ongoing | Elementary Staff and PLC Meetings | | X | |
| Ongoing | CESA 8 ESEA and Title 1 Meetings | X(Ourada) | | |
| 2/17/20 | Title 1 Annual Parent Meeting (agenda) | X | | X |
| 12/16/2020 | Title I Annual Meeting | x | | x |
| 5/12/2022 | Title Annual Meeting | X | | X |

| Comprehensive Needs Assessment | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>School Profile/Demographics Describe your school and community in which the school is located and share your school's mission/vision.</p> | <p>Crandon Elementary School is located in the city of Crandon which has an estimated population of 1,840 people. The Sokaogon Chippewa Indian Reservation is located just to the south of Crandon, and the Forest County Potawatomi Indian Reservation is located just to the east.</p> <p>Crandon Elementary School's mission is to empower and inspire lifelong learners in a safe school community.</p> <p style="text-align: center;"><u>VISION</u></p> <p>It is believed that the most promising strategies to achieving the mission of the school district is to build the capacity of our learners-both professional and student-in order to:</p> <ul style="list-style-type: none"> ● Unite to achieve a common purpose as outlined by school site goals; ● To work together-interdependently-in collaborative teams; ● Seek and implement promising strategies for improving student learning on a continuous basis; ● Monitor each student's progress on a frequent basis; ● Demonstrate a personal commitment to the academic success and general well-being of each student. <p>Crandon Elementary School includes grades 4K - 5th grade and has approximately 460 students. 43% of the students enrolled in Crandon Elementary qualify for the free and reduced lunch program, with approximately 16% of students identified as students with disabilities. Because of its unique location Crandon Elementary has a Native American student population of 33% of and 11% as identified as having two or more races.</p> |
| <p>Description of the Process Describe the process used to collect and analyze data and determine the highest priority needs. Include the following:</p> <ul style="list-style-type: none"> ● List of data sources reviewed (ex.) <ul style="list-style-type: none"> ○ Stakeholder data -educator's families, community, students ○ Student Achievement-demographic, achievement and growth, graduation rates ○ School data-resources, safety, climate, behavior ○ Educator data-effectiveness, retention rates, areas of expertise and shortage, job satisfaction ● Explanation of how stakeholders were involved throughout the process ● Root cause analysis | <p>In August of 2021 a needs assessment was completed by the district administrative team after analyzing school report cards, district assessment data, and staff and community surveys.</p> <p>State of the District School Board Presentation with district data will be presented in June.</p> <p>Crandon School District began using the iReady Math and Reading assessments for grades K-8 and reviewed the results collected from the fall and mid-year assessment windows.</p> <p>Longitudinal Assessment Data: i-Ready assessments</p> <p>Click to View Reading Data from 2019-Present</p> |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Click to View Math Data from 2019-Present</p> |
| <p>Summary of Key Findings</p> <ul style="list-style-type: none"> • Include the key strengths • Include areas of need based on data gathered | <p>State Report Card Data: Crandon Elementary school is closing gaps in both ELA and Math according to the most recent state report card.</p> <p>According to the staff survey completed in October of 2019 the most common answers included</p> <p>Beyond time, when you think about teaching, what is your most immediate need?</p> <ul style="list-style-type: none"> • Organized and thorough curriculum • Quality Resources • More planning time to meet with other staff across grade levels <p>Beyond time, what do you feel is standing in your way of student success?</p> <ul style="list-style-type: none"> • Professional Development / Resources • Lack of common planning time • Least restrictive environment concerns <p>i-Ready Data: According to the most recent i-Ready data analysis, the Crandon Elementary students are increasing proficiency at all grade levels and decreasing the number of students who are scoring two or more grade levels below on the reading portion of the i-Ready assessments.</p> <p>Areas of Need:</p> <ul style="list-style-type: none"> • Clear curriculum standards and expectations. • Alignment of curriculum across grade levels. • Wisconsin State Forward results are lower in the area of ELA than Math. • Attendance • Disproportionality of proficiency with the Native American population. |
| <p>1-3 Goal Statements SMART: Specific, Measurable, Achievable, Realistic, Timely goals based on the needs assessment and building level priorities</p> | <ol style="list-style-type: none"> 1. By the end of the 2024 school year, the elementary school will have implemented a literacy curriculum in grades 4K & K that focuses on building background knowledge and vocabulary to support the needs of our Native American and economically disadvantaged students. 2. By the end of the 2023 school year, we will increase student engagement at all grade levels and decrease student suspensions and removals from the classroom as indicated by documentation in Educlimber. |

| |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>School Reform Strategies</p> |
| <p>A comprehensive schoolwide plan must describe how the school will improve academic achievement for all students, particularly the needs of those children who are failing, or are at-risk of failing, to meet challenging State academic standards and any other factors as determined by the LEA. 20 U.S.C. 6314(b)(6)</p> |

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The schoolwide plan must include a description of how the strategies the school will be implementing will- (i) provide opportunities for all children, including each of the subgroups of students(as defined in the state’s ESSA plan) to meet State academic standards; (ii) strengthen the academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum, which may include programs, activities necessary to provide a well-rounded education; (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the State academic standards. 20 U.S.C. 6314(b)(7)(A)</p> | |
| <p>Evidence-based strategies* that will improve instruction for ALL children, strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.</p> <ul style="list-style-type: none"> Explanation/Definition of “Evidence-Based” | <p>Area of need: Curriculum Reform Strategy: Early Childhood curriculum to create a strong base for elementary learning. Rationale: Direct instruction of teaching expectations and content vocabulary will increase the needed working memory by which young learners draw from in their learning experiences.</p> |
| <p>Evidence-based strategies the school chose to improve student learning, with a focus on addressing the needs of those children who are most at risk.</p> | <p>Area of need: Behavior Reform Strategy: Restorative Practices Rationale: Training staff in Restorative Practices will increase our student engagement at all grade levels and decrease student suspensions and removals from the classroom.</p> |

| Implementation/Action Steps (School Improvement Plan) | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <p>Goal #1 : By the end of the 2024 school year, the elementary school will have implemented a literacy curriculum in grades 4K & K that focuses on building background knowledge and vocabulary to support the needs of our Native American and economically disadvantaged students.</p> | | | | | |
| <p>Objective 1: Teaching staff will collaborate to align grade level ELA expectations and essential standards in grades 1 through 5.</p> | | | | | |
| We will... (specific steps to be taken to achieve our improvement goal?) | Person Responsible/ Persons Involved | Timeline (When) | Resources (cost, materials, time, etc.) | Acceptable Evidence Measure of Success | Status Notes |
| <p>During the 2020-2023 school years, the district staff will vertically align ELA and Math curriculum resources in grades 1-5.</p> | <p>Building principal, Director of C&I, and grade level teachers.</p> | <p>August 2020 to June 2024.</p> | <p>Time for collaborative meetings, possible sub pay, possible curriculum works days with pay, etc.</p> <p>Curriculum costs of identified curriculum</p> | <p>Shared Google doc with grade level meetings and notes.</p> <p>Shared Google doc of each grade level's essential units of learning with unit learning targets.</p> | <p>Implementation of heart words and phonics to reading and bridges materials in the 2021-2022 school year.</p> |
| <p>Grade level meetings will be scheduled for collaboration and discussion of curriculum</p> | <p>Grade level teachers, building principal</p> | <p>August 2020 to June 2024</p> | <p>Curriculum resources, PD texts, time for collaboration, possible sub pay for</p> | <p>Agendas for meetings and notes of items discussed</p> | <p>Meetings are held weekly and principal follows up as</p> |

| | | | meetings, etc. | | needed with grade level or admin team regarding resources |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Objective 2: Using 4k and K teaching staff input, we will explore and identify a set curriculum to be implemented during the 2023 - 2024 school year. | | | | | |
| We will... (specific steps to be taken to achieve our improvement goal?) | Person Responsible/ Persons Involved | Timeline (When) | Resources (cost, materials, time, etc.) | Acceptable Evidence Measure of Success | Status Notes |
| Identify at least two different early childhood curriculums to explore. | Tina Strong Heather Ostrowski Ryan Ourada | August 2020 - June 2023 | Cost of materials from the curriculum Time to research said curriculum | Resources are utilized on a regular basis and effectiveness monitored through | Heart words, Phonics to Reading, and Bridges implemented at 4K-3. Review the WI Pyramid Model for Early Childhood |
| Goal #2 : By the end of the 2023 school year, we will increase student engagement at all grade levels and decrease student suspensions and removals from the classroom as indicated by documentation in Educlimber. | | | | | |
| Objective 1: All administrative staff will be trained in Restorative Practices by the 2020 fall inservice dates. | | | | | |
| We will... (specific steps to be taken to achieve our improvement goal?) | Person Responsible/ Persons Involved | Timeline (When) | Resources (cost, materials, time, etc.) | Acceptable Evidence Measure of Success | Status Notes |
| Training for administrative staff will be set up for June 2021. | Heather Ostrowski Tina Strong Josh Jaeger | Date will be set for June 2021 | Cost for training Resource materials | Certificate of completion of training in Restorative Practices | Completed by all administrative staff |
| Objective 2: By the end of the 2021 school year, all teaching staff will have received training in Restorative Practices. | | | | | |
| We will... (specific steps to be taken to achieve our improvement goal?) | Person Responsible/ Persons Involved | Timeline (When) | Resources (cost, materials, time, etc.) | Acceptable Evidence Measure of Success | Status Notes |

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| A date will be set for the back to school inservice days for the 2021 school year for staff to attend training. | Heather Ostrowski Tina Strong Josh Jaeger | August 2020 | Cost for training of teaching staff Resource materials | Sign in sheets for staff attending trainings Certificate of completion of training | Currently on hold to build staff capacity around social and emotional learning |
| Objective 3: By the end of the 2022-2023 school year, 4k-8 will have administered the B.E.S.T Screener to help build on the behavioral health of students. | | | | | |
| Staff will receive training on the administration an analysis of the B.E.S.T screener in the fall of 2022 | All Teaching staff 4k-8 | 2022 School year | Received a grant through Marshfield Clinic and Security Health Plan. Time for training and to administer the screener on PD days. | All students 4k-8 are screened at least twice per year | |

| Tools and Processes for Monitoring Progress | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Describe the tools and processes you will use to regularly monitor and revise the schoolwide plan.</p> <ul style="list-style-type: none"> • What benchmarks were established in your action steps that can be used for annual evaluation of the plan? • What assessments were used to measure the established benchmarks? | <ul style="list-style-type: none"> • A shared Google calendar for collaborative meetings • Meeting agendas with notes from collaboration • Checklist of items completed and yet to be completed • Feedback surveys from staff and administration throughout the process • Sign-in sheets from trainings • Copies of certifications of training turned in to the district office |
| <p>Describe the tools and processes you will use for ongoing student progress monitoring and reporting to parents.</p> | <ul style="list-style-type: none"> • iReady testing • Running records • Acadience (Daze and ORF) • Corrective reading Mastery tests for each unit • Curriculum end of unit assessments • B.E.S.T. Screener <p>All information will be shared through email communication, phone updates, bi-annual parent teacher conferences, progress monitoring data updates bi-weekly, etc.</p> |
| <p>Describe the supports you provide for students having difficulty mastering standards. How will you</p> | <p>Fidelity checklist:</p> |

| | |
|-------------------------------------|--|
| know if the supports are effective? | |
|-------------------------------------|--|

| Instruction by Appropriately Licensed Staff | |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Include staff licensing for building staff | <p>Olivia Vollmar: T001 Teacher 1777 Regular Education: Birth-Grade 3 Early Childhood Reading Specialist 5017: Early Childhood - Adolescence A001-Administrator</p> <p>Hilary Thompson: T001 Teacher 1088 - Elementary/Middle Level Education (Prk - 3rd) Reading Teacher 1316: Early Childhood - Adolescence</p> <p>Jamie Palubicki: T001 Teacher 1777 - Early Childhood - Early Adolescence Reading Teacher 1316: Early Childhood - Adolescence Language Arts 1334 - Middle Childhood - Early Adolescence</p> |
| Document that support staff meet hiring requirement | |

| Strategies to Increase Parent and Family Engagement | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Evidence-based strategies for ongoing parent engagement, including parent engagement strategies to improve student learning (as required under ESSA Section 1116(c)(3)) | <p>Page two of the Strategic Plan and Goals Document for the School District of Crandon for 2020 - 2025. https://docs.google.com/document/d/1UbD8CUKQX41mtqLTAUBOTowUIO9QhkJROafDKPXfC_o/edit</p> |
| Include a copy of your Title I Parent and Family Engagement policy that addresses how the school carries out the required activities of ESSA. | School Board Policies: Series 300 |
| Describe how the school is carrying out the activities for building capacity for involvement. | <p>Link for examples of Progress monitoring information to parents:</p> <p>Link for parent letter of intent for interventions:</p> |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Include a description for each of the following:</p> <ul style="list-style-type: none"> ● Provide assistance to parents to understand content standards, assessments, literacy training, technology, Title I programming, monitoring child’s progress and how to work with educators ● Provide materials and training for parents ● Train school staff on the importance of parent involvement ● Coordinate with parent involvement in other programs in the school ● Provide information in a format that is understandable to parents ● Provide other reasonable support as requested | <p>Link explaining dismissal of interventions</p> <p>Updated Title I Compact (Fall of 2021)</p> <ul style="list-style-type: none"> ● Annual Title 1 Parent meeting will be flexibly scheduled to meet the different needs ● Progress monitoring results bi-weekly for students receiving Title 1 services. ● Fall and Spring parent teacher conferences ● i-Ready results will be shared with parents three times a year ● District-Wide PTO ● A literacy night will be planned for the Crandon Elementary School parents to stay informed and offer help in areas their child may be struggling. (Following Covid in 2022 will re-establish) <ul style="list-style-type: none"> ○ Handout on CLOSE reading strategies will be available ○ Interactive links on school website ○ Model Literacy games and activities to be used at home ○ Wax museum and author celebration nights |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| <h3 style="text-align: center;">Communication Plan</h3> | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A school shall make the schoolwide plan available to the LEA, parents, and the public (e.g. tribal leaders and community members) in an understandable and uniform format, and to the extent practicable, provided in a language that parent can Understand. Section 1114(b)(4)</p> | |
| <p>How will you communicate the schoolwide plan (e.g. website, letters, School Board minutes, etc.)? You must demonstrate that the schoolwide plan was made available to the LEA, parents, tribal leaders, and the public in an understandable way</p> | <p>Crandon School District website School Board meetings School policies Series 300:</p> |
| <p>Describe how this plan will be reviewed and revised annually with the building level staff and district leaders and then shared with the school board.</p> | <p>This plan will be reviewed annually during the fall data retreat by the administrative team and then shared with the building BLT team for building input before taking to the school board. (Elementary BLT agendas and notes)</p> |

| Coordination and Integration of Federal, State and Local Funds and Services | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Describe how the school will implement the programs previously described, a description of how Title I resources and other resources will be coordinated to support student achievement and growth goals in the school improvement. Utilization of resources is in compliance with federal requirements.</p> | |
| <p>Description of how resources from Local, State and Federal Title I, Title II, Title III, Title IV and IDEA and other sources will be used so duplication of services does not occur.</p> <p>Examples of coordinating programs to consider coordination and collaboration are:</p> <ul style="list-style-type: none"> ● Title Programs ● Career and Technical Education ● Nutrition Programs ● Homeless Programs ● Head Start ● Violence Prevention Programs ● Adult Education ● Job Training ● Family Literacy | |
| <p>Identify the different funding sources to determine where coordination and integration can occur based on program purpose and content.</p> <ul style="list-style-type: none"> ● Coordinate and do not duplicate ● Clarify activities and services ● Make connections <p>Coordination of services that have common federal requirements are:</p> <ul style="list-style-type: none"> ● Professional Development ● Parent and Community Engagement ● Violence Prevention ● Family Literacy | |

| Teacher Participation in Making Assessment Decisions (Optional) | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| How will your school use assessment data to monitor student achievement and growth? | |
| How do teachers provide their input into the decisions regarding the use of school-based academic assessments? <ul style="list-style-type: none"> ● How are assessments selected? ● What decisions are made based on the assessments? ● How is assessment information shared? | A representative from each subject is selected for teams throughout the district. 5 (Elementary BLT agendas and minutes) |
| How are teachers involved in student achievement data analysis? | (elementary staff meeting agendas and minutes) |

| High Quality and Ongoing Professional Development (Optional) | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe the professional development that the staff will receive that is aligned with the needs and goals identified through the needs assessment. | In-service trainings for: <ul style="list-style-type: none"> ● Thinking Maps ● Restorative Practices ● i-Ready |
| Describe how the professional development is “sustained and ongoing.” | <ul style="list-style-type: none"> ● Scheduled trainings for fall in-service days ● Scheduled professional development throughout the school years for trainings ● With help from CESA 8, appropriate trainings for identified staff ● |

| Transition Strategies (Optional) | |
|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom? | 4K outreach programs: parents nights and collaboration area preschools and child care. Early childhood screening twice a year; fall and spring. |
| What types of training does the school provide preschool parents and/or preschool teachers on | We have currently implemented Ready 4k, a weekly text that gives parents tips and information about their child. During the 2021-2022 school year, 52% of our parents have |

| | |
|---------------------------------------------------------------------------|------------------------------|
| the skills preschool age children will need when they enter kindergarten? | opted in to these resources. |
|---------------------------------------------------------------------------|------------------------------|

| Improving Students' Skills Outside the Academic Subject Areas (Optional) | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| This component may include strategies such as counseling, school-based mental health services, specialized instructional support services, mentoring services, etc. | <ul style="list-style-type: none">● Mental Health services offered on site● Elementary School Leadership team (planning events, presentations, organizing fundraising, school improvements projects, recess and hallway monitors, etc.)● Sensory room for self-regulation technique building● Therapy dog services (started) |

| Schoolwide Systems to Address Behavior (Optional) | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| This component may include strategies to build schoolwide tiered supports to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under IDEA. | <ul style="list-style-type: none">● Universal, Tier I, and Tier II trained PBIS teams● Quarterly behavior incentives● Reentry meetings for major behavior infractions |