

Education Department

District Mission: Advance student learning, achievement, and success.						
Future State: Increase student learning by ensuring equity for all students, inspiring them to achieve at their full potential.						
SMART GOAL, A1. By the end of the 2019-2020 school year, a baseline score will be established to accurately measure Wausau School District staff ability to demonstrate the awareness, flexibility, and commitment to use instructional strategies to increase equity for all students in their classrooms as evidenced by the percent of teachers District wide scoring proficient or distinguished in components 2a, 2b, and 3e in the Danielson Framework for Teaching.						
Strategies and Action Steps	Champion	Date	Professional Learning	Evidence	Student Learning Impact	Status
Build teacher and administrator capacity around Danielson components 2a, 2b and 3e.	Education Department	2019-2020				In Progress
Analyze MLP reports specific to domain and component scores per campus	Education Department Campus Principals	September 2019				In Progress
Develop a deeper understanding of instructional equity for all students (common language)	Education Department	2019-2020				In Progress
CESA 9 training: 2a, 2b and 3e	Administrators	Fall 2019				In Progress
Application of learning as a result of Accessibility training and multiple methods of learner access to curriculum	Education Department and Campus Principals					In Progress
Building/Department Level Action Steps						
Analysis of Danielson's Framework for Teaching with specific focus on rubric language for proficient and distinguished levels of performance	Principal	2019-2020 academic year	Focused learning during weekly faculty meetings led by principal and EE coach	Faculty meeting agendas, observation feedback provided to all staff in supporting and summary years	Established classroom communities focused on impactful positive relationships and response to changes in student need over time	Scheduled
Analyze building specific MLP reports focused on components 2A, 2B and 3E	Principal	Fall 2019	Focused learning during weekly faculty meetings led by principal and EE coach	Increased awareness of specific areas of need supported by feedback from principal	Established classroom communities focused on impactful positive relationships and response to changes in student need over time	Scheduled
Develop common language and understanding related to instructional equity	Principal					

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SMART Goal: A2. By the end of the 2022-23 school year, all schools and teachers will consistently incorporate collaboration, creativity, critical thinking, and communication (4Cs) in all content areas PK-12 as evidenced by a score of at least 1100 in Brightbytes in the classroom area survey, and having at least 90% of schools with a proficient level score in teacher use of the 4Cs in Brightbytes.

Strategies and Action Steps	Champion	Date	Professional Learning	Evidence	Student Learning Impact	Status
Administrative learning linking technology integration to Danielson's Instructional domain.	Jon Euting Chris Nyman Andrea Sheridan Paul Weber	June 2019 - June 2020	Google and Apple Online Modules and Face to Face learning opportunities	Google and Apple Certification		In Progress
Analyze Brightbytes data to create direct links to content areas and methods of increasing student skill attainment	Jon Euting & Campus Principals	June - September 2019				In Progress
Restructuring of Administrative meeting format and schedule	Jon Euting Chris Nyman Andrea Sheridan Paul Weber	July 2019				Scheduled
Building/Department Level Action Steps						
Fall analysis of BrightBytes data as part of school improvement planning process.	Principal, Building Tech mentor	September 2019	Weekly faculty meetings and continued focus on BrightBytes report/data analysis	Faculty meeting agendas, documented feedback to staff focused on: Communication, Collaboration, Critical Thinking and Creativity	Increased opportunities to advance learning with specific focus on the 4Cs	Scheduled
Review of longitudinal BrightBytes data trends with a focus on "Why this is Important" component of data reports from BrightBytes	Principal, Building Tech mentor, Certified staff	2018-2023 Academic year	Weekly faculty meetings and continued focus on BrightBytes report/data analysis	Faculty meeting agendas, documented feedback to staff focused on: Communication, Collaboration, Critical Thinking and Creativity	Increased opportunities to advance learning with specific focus on the 4Cs	In Progress

Completion of Apple online badge modules	Principal	2019-2020 Academic year	Apple Modules	Completion of Apple Modules, specific feedback focused on leveraging technology resources to advance, guide and support student learning	Increased opportunities to advance learning with specific focus on the 4Cs	Scheduled
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A3. By the end of the 2019-20 school year, all students in sub-groups including students of color, economically disadvantaged, and students with disabilities identified through the ESSA Accountability Report will improve attendance by the following measures: Black, Hispanic, students with disabilities, economically disadvantaged of all school days as evidenced by school/District attendance documentation.

Strategies and Action Steps	Champion	Date	Professional Learning	Evidence	Student Learning Impact	Status
Review current ESSA Reports	Judy Lodahl Angie Lloyd Education Department Campus Principal	Tuesday, September 10, 2019				In Progress
Conduct root analysis and analyze sub-group data (Who and Why)	Campus Rtl Teams to include Education Department support (Julie Spalding, Andrea Sheridan, Paul Weber)	October - November 2019				In Progress
Align A3 action steps to A1	Campus Rtl Teams to include Education Department support (Julie Spalding, Andrea Sheridan, Paul Weber)	December - January 2020				In Progress
Building/Department Level Action Steps						
Maintain monthly attendance incentive program with pupil services team (led by school social worker)	Principal, Pupil Services team	2019-2020 Academic year	ESSA report analysis	Faculty meeting agendas, improved attendance rates for aforementioned subgroups.	Improved overall student attendance rates	Scheduled
Establish purpose for need to focus on attendance rates for identified subgroups (purpose building)	Principal, Pupil Services team	Fall 2019	ESSA report analysis, district trend data for identified subgroups	Faculty meeting agendas, improved attendance rates for aforementioned subgroups. Talk to students at monthly assemblies on why school attendance is important.	2019-2020 Attendance Rates by Grade Level	Scheduled

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A4. By the spring of 2020, there will be a 10% increase in the number of students meeting or exceeding proficiency in reading, writing, and mathematics as evidenced by scores on state assessments.

Strategies and Action Steps	Champion	Date	Professional Learning	Evidence	Student Learning Impact	Status
Identify each principal's understanding of a highly effective Professional Learning Community (PLC)	Education Department Campus Principals	Fall 2019				In Progress
Data Analysis Multiple Measures of data (screening data, benchmark data, etc.)	Education Department Campus Principals RtI Specialist	September 2019 January 2020 May 2020				In Progress
eduClimber full implementation year #3	Education Department Campus Principals RtI Specialist	2019 - 2020 Year at Glance training and implementation				In Progress
Focus adult learning on CCSS, digital learning standards, science and social studies standards	Education Department Campus Principals Educators			Staff meetings (PD)		In Progress
Implement a guaranteed and viable curriculum (GVC)	Campus Principals	2019 - 2020				In Progress
Read, review and analyze research based best practices: align with GVC	Education Department Campus Principals Educators					In Progress
Continue focus on implementation of Number Talks at the elementary level	Campus Principals	2019 - 2020				In Progress

Develop understanding of report options from FastBridge to inform instructional planning and alignment with RtI structures	Principal, Building FastBridge training team	Fall 2019	Weekly faculty meetings specifically focused on report and data analysis	PLC minutes reflecting instructional planning decisions based on data.	Access to differentiated instruction opportunities based on changes in need over time	Scheduled
Implement opportunities for students to consistently engage in goal setting/reflection discussions with teachers, peers and families	Certified staff, Tech mentor	2019-2020 Academic year	Use of Numbers and CLIPS Apps to consistently engage students in goal setting and monitoring of progress toward goal attainment	Seesaw student reflections/goal setting discussions shared with teachers and families, documented teacher feedback to students focused on the future improvement of work	Access to reflective feedback from teachers, peers and families focused on the future improvement of work	In Progress
<u>Continued focus on John Hattie's research on high impact instructional strategies and Teacher Collective Self Efficacy.</u>	Principal	2018-2021	Continued focus on Hattie's research and high impact instructional strategies	Faculty meeting agendas, Grade level PLC minutes/notes	Student access to highly effective instructional practices and strategies	In Progress
Engage all K-5 students in the completion of learner profiles in an effort to effectively and consistently guide and support their learning	Certified staff, Principal	2019-2023	Develop understanding of how learner profiles support and inform instructional planning and the decision making process	Faculty meeting agendas, Grade level PLC minutes/notes	Students gain a deeper understanding of their needs as learners and take on a more active role in the goal setting and problem solving process	Scheduled
Continued implementation of Number Talks in all K-5 math blocks to consistently engage students in math discourse	Principal, Daren Catlin, Curriculum Associates Prof Development Specialists	2019-2023	<u>Review of Math Talk Essentials, option for academy course option with Daren Catlin and Lynne Strehlow</u>	Faculty meeting agendas, feedback from principal following classroom observations during Number Talks (specific feedback focused on leveraging technology resources as applicable)	Consistent opportunities for students to engage in math discourse, explain their mathematical reasoning and develop number sense	Scheduled
<u>Continued focus on the eight standards for mathematical practice during weekly faculty meetings and adult learning opportunities</u>	Principal, Certified staff	2019-2023	Weekly faculty meetings, adult learning in alignment with implementation of Ready Classroom Math resources	Faculty meeting agendas, adult learning opportunities in alignment with implementation of Ready Classroom Math resources	Consistent opportunities for students to engage in high impact instructional strategies in alignment with standards	In Progress

Continued use of student 'Sense of Belonging' survey to guide and inform decisions supporting a positive and accepting school culture	Principal, Certified staff	2018-2023	Fall and spring faculty meetings to review and analyze survey data and inform the school improvement planning process.	Faculty meeting agendas, school improvement plan reflective of changes in need over time	Supporting a school community focused on acceptance, empathy and instructional equity for all	In Progress
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Business and Buildings and Grounds Depts

District Mission: Advance student learning, achievement, and success.						
Future State: Align available resources with strategic priorities.						
OR1. Through optimizing staffing and building efficiencies, by 2023 all schools will have comprehensive pupil services teams, unique to each school, to best support the whole child's social, emotional, behavioral, academic, and safety needs.						
Strategies and Action Steps	Champion	Date	Professional Learning	Evidence	Student Learning Impact	Status

Insert School Name

District Mission: Advance student learning, achievement, and success.

Future State: Align available resources with strategic priorities.

SMART Goal OR 2: Identify \$100,000 in recurring cost reduction opportunities for the 2019-20 school year through more efficient systems and processes.

Strategies and Action Steps	Champion	Date	Professional Learning	Evidence	Financial Impact	Status
Each school and department will identify efficiencies to meet the annual reduction goal.	school/department leader	Submitted to Business Department by 12-31-19				Scheduled
Building/Department Level Action Steps						
Reduce annual printing costs by leveraging technology resources to reduce the need for student access to print resources	Principal, Certified staff	2019-2020 Academic year	N/A	Reduced annual building costs for printing	\$500-\$1000	Scheduled
Review where refrigerators are in classrooms and review the list of acceptable electrical items/personal items per district policies.	Principal, Custodian	Fall 2019		Look to reduce electrical costs		

Insert School Name

District Mission: Advance student learning, achievement, and success.

Future State: Position the Wausau School District to be an Employer of Choice.

Goal P1: ATTRACT a diverse workforce of talented leaders. By the end of 2020 school year, increasing the number of applicants by 5% over the 2019 school year.

Strategies and Action Steps	Champion	Date	Professional Learning	Evidence	Student Learning Impact	Status
Using effective recruitment strategies and a competitive compensation package.	HR Department					Scheduled

Insert School Name

District Mission: Advance student learning, achievement, and success.

Future State: Position the Wausau School District to be an Employer of Choice.

Goal P2: Reduce the turnover rate by 3% for the 2019-20 school year by fostering a work environment that increases employee engagement. *Establish a baseline for employee turnover in all groups and decrease by 3%.

Strategies and Action Steps	Champion	Date	Professional Learning	Evidence	Student Learning Impact	Status
Develop a competitive compensation package.	HR Department					Scheduled
Foster a work environment that increases employee engagement by developing 5 pro-employee handbook changes.	HR Department					

Insert School Name

District Mission: Advance student learning, achievement, and success.

Future State: Position the Wausau School District to be an Employer of Choice.

Goal P3: BALANCE - By May of 2020, select a survey tool to measure staff perceptions of work-life balance and establish a baseline measure.

Strategies and Action Steps	Champion	Date	Professional Learning	Evidence	Student Learning Impact	Status
Work with Communications Department to select a survey tool by December of 2019.	HR Department	December 2019				Scheduled
Facilitate the newly selected employee survey in April of 2020.	HR Department	April 2020				Scheduled
Building/Department Level Action Steps						
Work collaboratively with staff to define work/life balance-- what it is and is not-- consistent with our school-wide culture	Principal, Certified staff	Fall 2019				Scheduled

Communications Department

District Mission: Advance student learning, achievement, and success.

Future State: Promote a culture of excellent service.

SMART Goal S1: MARKETING: Increase awareness and positive perceptions of the District as measured by _____.

Strategies and Action Steps	Champion	Date	Professional Learning	Evidence	Student Learning Impact	Status
Select a survey tool to measure community perceptions of the quality of service in the District.	Amy Arlen	December 2019				In Progress
Develop a baseline measure of District service perceptions.	Amy Arlen	Spring 2020				In Progress

Communications Department and All Schools

District Mission: Advance student learning, achievement, and success.

Future State: Promote a culture of excellent service.

SMART Goal S2: PROGRAMS AND OFFERINGS: Increase awareness of District programs and offerings and optimize experiences for students, families, staff, and the community as measured by _____.

Strategies and Action Steps	Champion	Date	Professional Learning	Evidence	Student Learning Impact	Status
Select a survey tool to measure student, family, staff, and community perceptions of the quality of specific District programs and offerings.	Amy Arlen	December 2019				In Progress
Collect Parent/Teacher conference participation data in fall and spring. NOTE: New common P/T Conference time in afternoon and evening of November 4 at all schools -- specific participation data on this afternoon is needed.	All Campus Principals	Fall 2019 & Spring 2020		Parent/Teacher conference participation percentages		
Building/Department Level Action Steps						
Gather parent/teacher conference participation data	Principal	October 29th, November 4th & 7th 2019 and March 3rd & 5th 2020		Conference participation percentages for each respective grade level		Scheduled
Share PTO family event communications at the beginning of the year to provide opportunity for families to plan ahead to attend scheduled events	PTO	Fall 2019		PTO developed event calendar		Scheduled
Blessings In A Backpack	Principal, Ashlee Karpinsky, Andrea Sheridan			Percentage of participants/number of bags		

Communications Department and Secondary Schools

District Mission: Advance student learning, achievement, and success.

Future State: Promote a culture of excellent service

SMART Goal S3: PARTNERSHIPS. Attract and strengthen partnerships and optimize their mutual value as measured by _____.

Strategies and Action Steps	Champion	Date	Professional Learning	Evidence	Student Learning Impact	Status
Collect number of attendees at all club and athletic contests (beyond ticket sales -- students, staff, Silver Card holders, Gold Card holders).	Secondary Campus Principals	Monthly through conclusion of school year.				
Building/Department Level Action Steps						

Pupil Services/Special Education Department

District Mission: Advance student learning, achievement, and success.

Future State: Advance the emotional and physical well-being of the Wausau School District Community.

SMART Goal:W1: By the end of the 2020 school year, increase student engagement through an expanded and strategic use of a developmentally appropriate continuum of services as evidenced by a 3% decrease per year of in school and out of school suspensions.

Strategies and Action Steps	Champion	Date	Professional Learning	Evidence	Student Learning Impact	Status
b.e.s.t. screener completed on all 4K-5th grade students or three elementary grade levels and 4K	All 4K-5th Grade teachers					
Trauma Informed Care training refresher	Pupil Services staff					
CPI training for school teams						
Building/Department Level Action Steps						
Continued implementation of morning meetings as a means to increase students' sense of belonging in the school community	Principal, Certified staff	2018-2023	Begin to research how new SEL curricular resource will support morning meetings structures	Decreased school suspensions		In Progress
Identify CPI Building Team Members	Principal	2019 -2020		Team members identified		

Pupil Services/Special Education Department

District Mission: Advance student learning, achievement, and success.

Future State: Advance the emotional and physical well-being of the Wausau School District Community.

SMART Goal:W2: By the end of the 2020 school year, improve staff wellness and relationships within the Wausau School District Community as evidence by an increase of 6% yearly in a climate and culture staff survey.

Strategies and Action Steps	Champion	Date	Professional Learning	Evidence	Student Learning Impact	Status
Work with Communications Department to select a survey tool to establish baseline data related to staff wellness.	Angie Lloyd and Judy Lodahl	December 2019				Scheduled
Implement the selected survey to establish baseline measure of staff wellness and relationships	Angie Lloyd and Judy Lodahl	April 2020				In Progress
Threat assessment training						Completed
De-escalation time for teachers, paraprofessional staff and pupil services staff who have been in a crisis situation						
Building/Department Level Action Steps						
Develop a Threat Assessment team	Principal	September 2019				

School Improvement Plan

Grant Elementary School

2019-2020

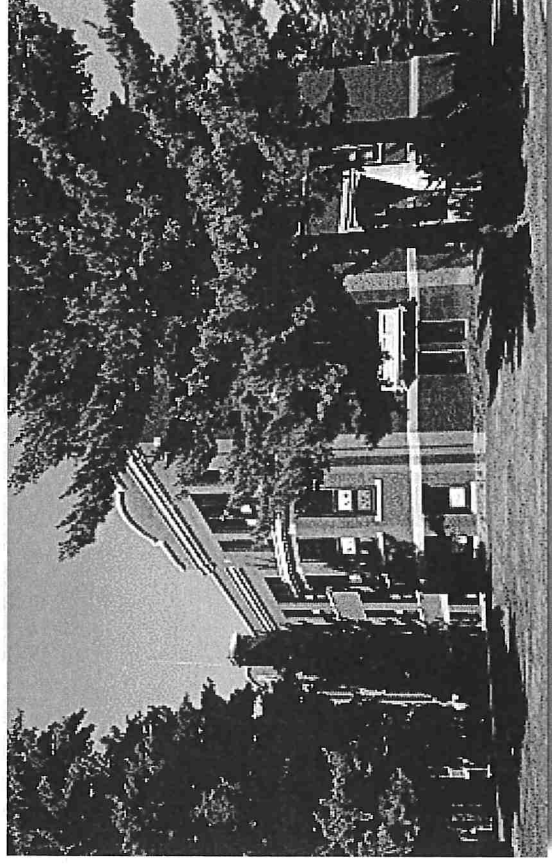


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REQUIRED COMPONENTS • General Information • Schoolwide Planning Team • Schoolwide Planning Process • Comprehensive Needs Assessment • Schoolwide Reform Strategies • Implementation/Action Steps (School Improvement Plan) • Tools and Processes for Monitoring 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	OPTIONAL COMPONENTS • 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
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Grant Elementary Schoolwide Plan

General Information	
School District Name	Wausau School District
School Name	Grant Elementary School
School Address	500 N. 4th Avenue
Building Principal (Name & email address)	Colleen Berkahn, cberkhah@wausauschools.org
Title I Part A Coordinator (Name & email address)	Andrea Sheridan, asherida@wausauschools.org

Schoolwide Planning Team	
An effective Title I 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 I schoolwide program. This plan is to be developed with the engagement of administrators, teachers, parents, and other community members. [20 U.S.C. 6314(b)(2); 6318(c)(3)].	
Administrator(s)	Colleen Berkahn, Principal
Parents (could include PTO officers if shared during PTO meetings)	Rosalie Doering, PTO Treasurer/Secretary
Title I Part A Staff (include positions, if applicable)	Andrea Sheridan, Title I Coordinator

Certified Staff (include positions)	Karen Carlson Stacy Lucht Susan Jandrt Shantese Wilson Sara Sweeney Laura Seanor Larissa Zompolas	EL Teacher Grade 5 Teacher Grade 3 Teacher Title I Teacher Cross Categorical Special Ed. Teacher Grade 2 Teacher Kindergarten Teacher
Support Staff (include positions)	Kim Schroeder Jen Gabriel	Title 1 Aide Title I Enrichment Coordinator
Others (students, community members, etc.)		

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	Parents and/or Community Members
August 28, 2018	Review of School Improvement Goals		X	
October 31, 2018	Grade level data presentations to inform the goal setting/monitoring process		X	
January 22, 2019	Mid-Year data overview to inform goal monitoring and revision process		X	
February 13, 2019	Grade level data presentations to inform the goal revision/monitoring process		X	

May 15, 2019	End-of-Year data overview to inform goal monitoring and revision process		X	
May 29, 2019	Grade level data presentations to inform the goal revision/monitoring process		X	
October 1, 2018	Annual Title I Parent/Engagement Meeting			PTO and certified staff representatives
February 2, 2019	Md-Year data review and school improvement goal update			PTO and certified staff members
June 3, 2019	End-of-Year data review and school improvement goal updates			PTO and certified staff members

Comprehensive Needs Assessment

School Mission/Vision

Share your school's mission/vision

Profile/Demographics (See school report card for demographics & data analysis)

Describe your school and community in which the school is located

- Number of students enrolled
- % Economically Disadvantaged
- % Students w/Disabilities
- Racial diversity
- etc.

Grant School Mission Statement

It is the mission of Grant Elementary School to provide all students with quality instruction for life and learning with a focus upon responsibility, respect and safety.

Grant School Vision Statement

It is the vision of Grant Elementary School to provide a rich learning environment, and work with the community to meet the challenges of a changing world.

School-Wide Learning Objective

By the end of the 2019-2020 school year, ____% of all students will meet or exceed benchmark expectations in the area of reading, as indicated by the Spring 2020 FastBridge Universal Assessment.

School Belief Statements

STUDENT PERFORMANCE

- Students are motivated and learn best when they are actively engaged and link new information with existing knowledge in meaningful ways.
- Positive interactions with adults and other students contribute to student learning.

SCHOOL EFFECTIVENESS

- Students learn best when the staff maintains high and consistent expectations by focusing on shared

- vision, goals and action plans to improve student performance.
- Quality instruction incorporates innovative practices and a variety of learning activities with repetition and review.

SCHOOL AND COMMUNITY CONTEXTS

- All students in our school have an equal opportunity to learn in a **safe** and non-disruptive environment in which student and staff exhibit mutual **respect**.
- Teachers, administrators, parents, and the community share the **responsibility** for helping students take ownership of their learning and behavior.

The total student enrollment at Grant School in May of 2019 was 215 students in kindergarten through grade five.

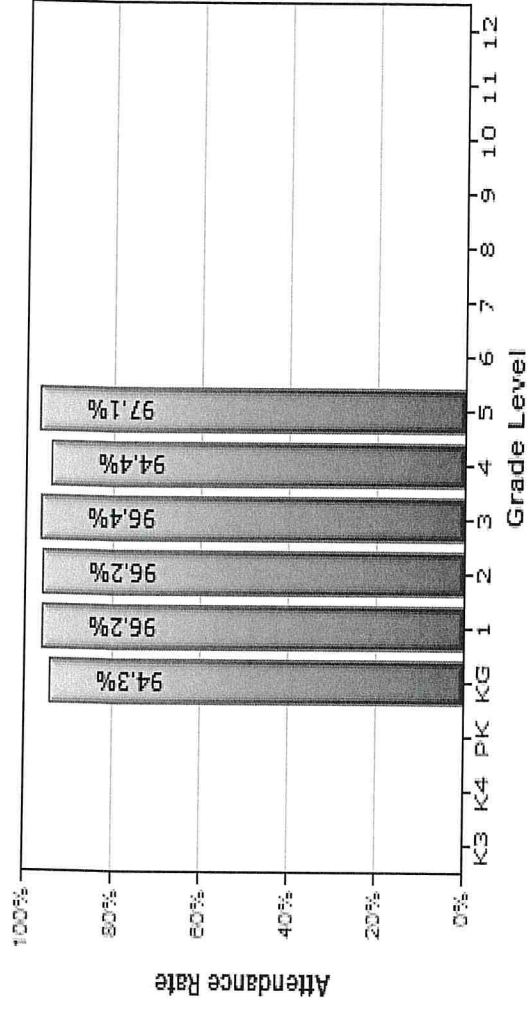
The following graph depicts enrollments by ethnic groups.

Grant	Asian	Black/ Multi- Race	Hispanic	Native American	White	Total
Total # of students	70	27	22	3	93	215

Thirteen percent of our overall student population have identified disabilities. Sixty eight percent of our K-5 student population are considered economically disadvantaged while three of these students meet criteria for being homeless.

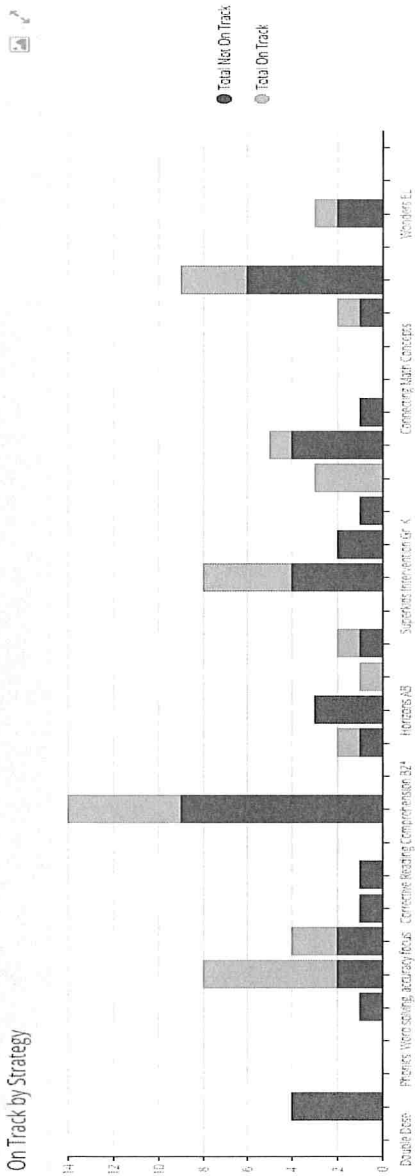
Description of the Process Describe the process used to collect and analyze data and determine the highest priority needs. Include the following: - List of data sources reviewed (ex.) - Stakeholder data –educator’s families, community, students - Student Achievement-demographic, achievement and growth, 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 - Identification of Gaps within student groups & Root cause analysis	All K-5 staff work collaboratively to analyze universal screening data along with specific grade level specific standardized, formative and summative assessment results for individual students in the development of our building level school improvement plan. Student achievement data and growth data is disaggregated by subgroup and is shared with all staff following each universal screening window. An analysis of educator effectiveness data focused on components 2A, 2B and 3E from Charlotte Danielson’s Framework for Teaching will support the school improvement planning process beginning in the 19-20 academic year. A student “Sense of Belonging” survey was developed and completed by all K-5 students in the 2018-2019 academic year to understand student perceptions of school climate and culture more comprehensively. Results of the survey were disaggregated by ethnicity to most effectively inform the school improvement planning process. A link to the survey is available here. <u>Building Level Strategic Planning</u> <u>Building Level Universal Screening Data:</u> <u>2018-2019 Literacy Screening Data with Growth Percentages</u> <u>2018-2019 Math Screening Data with Growth Percentages</u>
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Attendance Rates By Grade Level:



Our full day attendance rate is currently at 97%. This is a slight increase from 96% in 2017-18 and 95% in 2016-17. A recent Columbia University report found that children that missed 10% or more of school days in a year were in the lowest-achieving group the following year. Poor attendance in K-1 may erase many of the benefits of preschool. Only 13% of children with poor attendance in grades K-3 tested at grade level in reading compared with 77% of those with good attendance in those early grades. Our school social worker continues to work collaboratively with families to ensure supports are in place to maintain and/or increase our full day attendance rate.

Academic Interventions (Literacy)

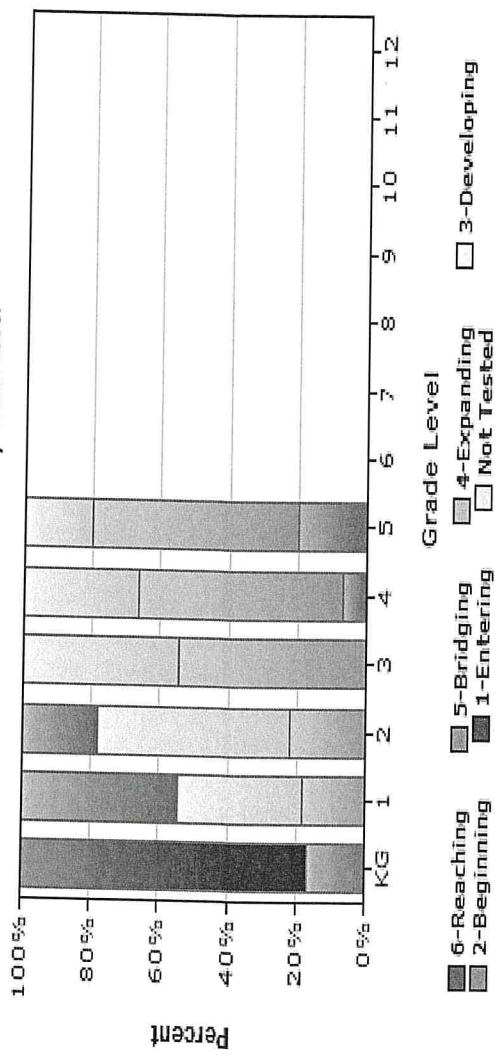


English Language Learners

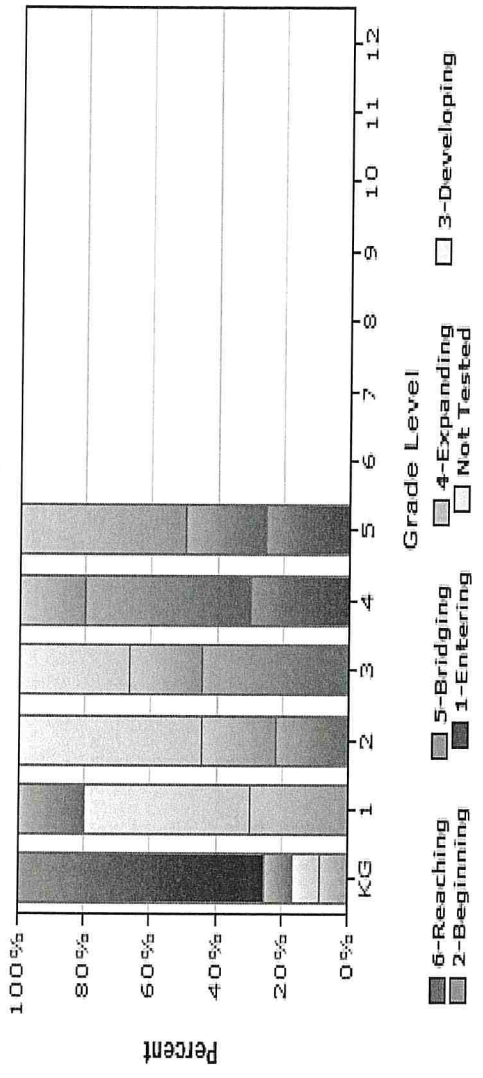
The English Language Learners teachers at Grant School monitor student performance, assist in classroom instruction and provide direct instruction in an alternate classroom to students in kindergarten through grade 5. Most of our classroom teachers have ESL certification. Students enrolled in grades 3-5 are reaching increasingly higher levels of English Proficiency. This year there were approximately 55 EL students at Grant School.

English Learners in the state of Wisconsin complete the ACCESS for ELs assessment in December and January. A level of English proficiency is obtained for Listening, Speaking, Reading, Writing, Oral Language, Literacy and Comprehension and an Overall Composite is provided for each student. The following graph summarizes information obtained from the **ACCESS for EL** assessment.

2017-2018 ACCESS Overall Performance by Grade Level



2016-2017 ACCESS Overall Performance by Grade Level



Forward Exam Data

Third Grade Forward Exam Testing 17-18

	Enrolled at Test Time	Below Basic	Basic	Proficient	Advanced
ELA	53	32%	49%	15%	4%
Mathematics	53	32%	47%	19%	2%

Fourth Grade Forward Exam Testing 17-18

	Enrolled at Test Time	Below Basic	Basic	Proficient	Advanced
ELA	44	18%	43%	34%	5%
Mathematics	44	16%	52%	30%	2%

Fifth Grade Forward Exam Testing 17-18

	Enrolled at Test Time	Below Basic	Basic	Proficient	Advanced
ELA	42	9%	41%	43%	7%
Mathematics	42	21%	28%	36%	15%

2016-2017 FORWARD Exam Results by Grade Level

Third Grade Forward Exam Testing 16-17

	Enrolled at Test Time	Below Basic	Basic	Proficient	Advanced
ELA	35	17%	63%	20%	0%
Mathematics	35	20%	48%	26%	6%

Fourth Grade Forward Exam Testing 16-17

	Enrolled at Test Time	Below Basic	Basic	Proficient	Advanced
ELA	31	10%	39%	32%	19%
Mathematics	31	16%	51%	26%	7%

Fifth Grade Forward Exam Testing 16-17					
	Enrolled at Test Time	Below Basic	Basic	Proficient	Advanced
ELA	34	12%	41%	38%	9%
Mathematics	34	15%	44%	41%	0%

Summary of Key Findings • Include the key strengths • Include areas of need based on data gathered • Connect the findings to the school's mission/vision and the vision of this plan.	Following the analysis of multiple data sources (AIMSweb, MAP, Forward), we have identified our greatest area of need in the area of mathematics. Recognizing that a significant percentage of our professional growth across the district and at the building level would be focused on developing strong mathematical communities in all K-5 classrooms, our building SLO (student learning objective) was focused on improving math performance across all K-5 grade levels. Students have made significant growth in the area of literacy over the last several years. Forward Exam data for all students in grades 3-5 have been consistently above the state average. Our school report card scores have increased from 67.3 (Meets Expectations) in 2012-2013, to 68.7 (Meets Expectations) in 2013-14, to 73.1 (Exceeds Expectations) in 2015-16, to 77.9 (Exceeds Expectations) in 2016-17, and 76.1 (Exceeds Expectations) in 2017-18. Mathematics continues to be our greatest area of need based on an analysis on multiple data sources. Longitudinal data from our state Forward Exam indicate levels of performance that are consistently below the state average for all 3-5 students. Data from our universal screening assessment, AIMSweb, also indicates that less than 75% of our K-5 population consistently score above the 25th percentile for the last three years.
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School Reform Strategies (this area will be discussed as a team on June 18th)	
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 the challenging State academic standards and any other factors as determined by the LEA. 20 U.S.C. 6314(b)(6) 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)	
Evidence-based strategies* that will improve instruction for ALL children, strengthen the academic	Area of need: ELA

program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum. • <u>Explanation/Definition of "Evidence-Based"</u>	Reform Strategy: Daily Intervention/Enrichment Blocks (WIN Time) at each respective K-5 grade level to address individual student learning opportunities for intervention and enrichment Rationale(<i>What evidence/research suggests this will work?</i>): <u>National Reading Panel Report PDF</u>
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.	Area of need: Mathematics Reform Strategy: Implementation of Number Talks to increase opportunities for mathematical discourse. Implementation of <i>Ready Classroom Math</i> resource supported by professional learning provided by the Wisconsin Institute for Mathematics focused on the eight standards for mathematical practice. Rationale(<i>What evidence/research suggests this will work?</i>): <u>EdReports Ready Classroom Math Executive Summary Report</u>

WSD Strategic Plan (insert workbook hyperlinks and add rows as needed)	
Goal #1 : <u>K-2 Literacy Goal</u>	
Goal #2: <u>K-2 Math Goal</u>	
Goal #3: <u>3-5 Literacy Goal</u>	
Goal #4 : <u>3-5 Math Goal</u>	
Goal #5: <u>Social/Emotional Learning Goal (K-5)</u>	
Goal #6:	

Tools and Processes for Monitoring Progress

Describe the tools and processes you will use to regularly monitor and revise the schoolwide plan.

- 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?

The Title 1 School wide program goals and action plan will be reviewed quarterly with the Grant Elementary staff and the PTO. Progress toward the completion of stated objectives will be monitored and necessary adjustments will be made. These adjustments will be the result of data analysis as it relates to informative, benchmark and summative assessments. This process will be ongoing throughout the 2019-2020 school year.

All K-5 classroom teachers will report on progress toward literacy goal attainment based on action steps defined in the plan. Staff will review goals and action steps in fall, winter and spring of the 2019-2020 academic year.

Student Performance Data

The students at Grant Elementary were administered the following assessments during the 2018- 2019 academic year.

Assessment	Grade(s)	Type of Assessment
Wausau School District Literacy Assessments	Kindergarten – Grade 5	Progress Monitoring
Wausau School District Math Envisions & Expressions Assessments, AIMSweb	Kindergarten – Grade 5	Screener Progress Monitoring
SuperKids and Wonders Assessments	Kindergarten-Grade 5	Formative and Summative
AGR Assessments	Kindergarten – Grade 3	Progress Monitoring
MAP	Grade 2	Progress Monitoring
Words Their Way	Grades 3-5	Summative
Terra Nova In View	Grade 2	Ability Test
District Writing Assessment	Kindergarten-Grade 5	Formative
AIMSweb	Kindergarten – Grade 5	Screener and Progress Monitoring
Forward Exam	Grades 3 -5	Summative
ACCESS for ELs	Kindergarten – Grade 5	Summative

Describe the tools and processes you will use for ongoing student progress monitoring and reporting to parents.

The Grant faculty, paraprofessionals and PTO members worked together to develop a shared vision for student learning that is stated in terms of desired results for student learning and performance indicators. The faculty revisited the School Improvement Plan during monthly faculty meetings and district staff development days. The staff members reviewed individual student performance and analyzed standardized test data.

	The 2019-20 goals are based on analysis of standardized test data, informal and criterion-referenced evaluations. The goals include literacy, mathematics and social skills. Grant staff members developed action plans to address three target areas for student learning and behavior identified as school improvement plan. The plan addresses the need to strengthen and expand the design of instructional strategies to more fully support the learning needs of our students. Parental education and involvement are woven into each of the three goals. Further, the plan focuses on improving our professional development programs by aligning them more directly with the desired results for student learning and by focusing on the need to support the effective use of research-based instructional strategies. Grant School will continue full implementation of K-5 literacy resources (<i>Superkids K-2 & Wonders 3-5</i>), as well as, Tier II explicit literacy instruction for some students. Mathematics instruction will follow the model required by the Wausau School District. This includes the combined use of our newly adopted Ready Classroom Math common core aligned resources. This year the universal, tier II and tier III PBIS teams will continue to use the Positive Behavioral Instruction & Support framework to improve school-wide behavior and provide additional support for individual students and identified sub-groups. Students scoring at or below the 25th percentile on universal screening assessments for literacy and math are monitored weekly to measure adequate response to intervention supports. Individual student reports are sent home bi-weekly to parents/guardians to consistently communicate progress toward goal attainment. In the 2019-2020 academic year, all K-5 staff also plan to include action steps in their school improvement goals that engage students in the goal setting/reflection process with an option to share these reflective discussions with families/guardians by leveraging a technology resource called SeeSaw. Students having difficulty mastering standards are identified through our universal screening process for literacy, math and social/emotional learning. Students with identified skill deficiencies (scoring at or below the 25th percentile) are provided with daily intervention supports during our WIN time. These students are administered weekly progress monitoring probes to determine the effectiveness of instructional supports. Weekly PLC (Professional Learning Community) meetings provide a platform for teachers to revise and refine instructional plans for students not responding to intervention supports.
Describe the supports you provide for students having difficulty mastering standards. How will you know if the supports are effective?	

Instruction by Appropriately Licensed Staff (Title 1 school requirement)

All teachers and paraprofessionals working in a program supported with Title I funds must be appropriately licensed. This would include any instructional paraprofessionals working under IDEA within a Title I schoolwide school. Section 1111(g)(2)(J)	
Include staff licensing for building staff <i>If you have any staff that are not appropriately licensed, how are they</i>	All of Grant School's teachers are teaching in their certification areas. All paraprofessionals have either completed two years at an institution of higher education or have passed the

<i>achieving licensing?</i>	Wausau School District's paraprofessional required training and/or assessment. The Human Resources Department of the Wausau School District works with building principals to hire and assign staff that best enhance and support through high quality teaching methods the school wide plan improvement plan. The Grant School staff provides innovative instruction. There are thirteen regular education classroom teachers. In addition to the regular education staff, there are four special education teachers (DHH, LD/EBD Cross Categorical, VI) 1.5 EL teachers, 1.8 Title I teachers, a full time Guidance Counselor, and one itinerant teacher for Gifted and Talented students. Part-time personnel include a School Psychologist, School Social Worker and Speech/Language Clinician. The Wausau School District Audiologist who regularly provides services to the DHH students is housed at John Muir Middle School nearby. One library/media specialist, one music teacher, one art teacher and one physical education teacher serve Grant School students on a part-time basis. One Out-of-School Enrichment Coordinator works with parents, teachers and students regularly to support out-of-school learning opportunities and family engagement. Paraprofessional staff members include: two Bilingual Translators/Aides, two Title I Aides, one Building Aide, 2 Special Education Aides, a building Secretary, two Custodians, and two Food Service staff members.
Document that support staff meet hiring requirements <u>Paraprofessional Hiring Requirements</u>	All paraprofessionals have either completed two years at an institution of higher education or have passed the Wausau School District's paraprofessional required training and/or assessment.

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)) Describe how families are engaged in the • design of the schoolwide plan • implementation of the schoolwide plan	Grant School has extensive opportunities for parent involvement. PTO meetings are held monthly and minutes are published in our bi-weekly newsletter. A district Volunteer Coordinator organizes volunteer involvement between the Grant School and the greater Wausau community. There are monthly FACT Nights (Families and Children Together) offered at Grant School. These include a teacher-directed, academic activities, and informal opportunities for students and families to build and develop relationships. With the support and insight from parents, the Grant School teaching staff created a homework
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• evaluation of the schoolwide plan <i>How will you know that families are satisfied? How will their input be used to adjust? How will the compact be developed?</i>	document, which describes homework expectations for each grade level. This information will be shared with all students and parents during Open House each fall. Parents/Guardians are offered the opportunity to share suggestions for improving the school improvement planning process at monthly PTO meetings and during our Annual Title I Parent Meeting. A link to our annual meeting from 2018-19 is available here. Input shared at the Annual Title I meeting is reflected in the school improvement planning process to include all certified and support staff members. Our school-wide Title I compact was recently revised, over a period of several months, by our Title I Parent Advisory Team. This team is comprised of Title I building level administrators, out-of-school enrichment coordinators and district level coordinators and directors.
Include a copy of your Title I Parent and Family Engagement policy that addresses how the school carries out the required activities of ESSA.	<u>Title 1 Parent and Family Engagement Policy 5420</u>
Describe how the school is carrying out the activities for building capacity for engagement Include a description for each of the following: • 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	School-wide parental engagement activities are developed collaboratively by our out-of-school enrichment coordinator with certified/support staff and PTO parent representatives. Decisions regarding the use of Title I funds to address parental engagement activities are made collaboratively with the out-of-school enrichment coordinator and building level administrator based on identified needs and interests expressed by school community stakeholders. Our district-wide parent handbook resources is available here in Spanish, English and Hmong. Supports for non-english speaking families or families with identified disabilities are available upon request.

Communication Plan (please expand and add links)

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. ESEA Section 1114(b)(4) 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	Information regarding the Title I school-wide plan is shared at monthly PTO meetings. All minutes from monthly PTO meetings are shared electronically in our bi-weekly school newsletter. Title I Information to include school-wide school improvement goals along with additional supporting Title I documents are available here. Links to our K-5 building level school improvement goals for ELA and math are available here.
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.	The Title 1 School wide program goals and action plan will be reviewed following each benchmark assessment window with the Grant Elementary staff and the PTO. Progress toward the completion of stated objectives will be monitored and necessary adjustments will be made. These adjustments will be the result of data analysis as it relates to informative, benchmark and summative assessments. This process will be ongoing throughout the 2019-2020 school year. All K-5 classroom teachers will report on progress toward literacy goal attainment based on action steps defined in the plan. Staff will review goals and action steps in fall, winter and spring of the 2019-2020 academic year.

Coordination and Integration of Federal, State and Local Funds and Services

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. (20 U.S.C. 6314(b)(5))	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. (20 U.S.C. 6314(b)(5))
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. Examples of coordinating programs to consider coordination and collaboration are: - Title Programs - Career and Technical Education - Nutrition Programs	Title 1 resources are allocated in the following manner: Staff salaries and benefits: certified reading and math teachers are hired to supplement the current staffing plan for the Wausau School District Parental Engagement: resources are purchased based upon school goals and action steps Curricular resources to supplement a guaranteed and viable curriculum in literacy and math Professional Learning to supplement the district professional learning options

• Homeless Programs • Head Start • Violence Prevention Programs • Adult Education • Job Training • Family Literacy	Provide support, including transportation for homeless students
Identify the different funding sources to determine where coordination and integration can occur based on program purpose and content. • Coordinate and do not duplicate • Clarify activities and services • Make connections Coordination of services that have common federal requirements are: • Professional Development • Parent and Community Engagement • Violence Prevention • Family Literacy	Fund 80 General Fund Balance - Wausau School District Safe Schools Grant Achievement Gap Reduction Grant 21st Century Funding Title 1 Title 2 Title 3 Title 4 Carl Perkins Funds

Teacher Participation in Making Assessment Decisions	
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? • How are assessments selected? • What decisions are made based on the assessments? • How is assessment information shared?	Decisions regarding the selection of district wide assessments are made collaboratively with district level administrators, building level administrators, district level leadership teams (made up of teachers from elementary, middle and secondary levels), department heads and content area specialists. Instructional programming decisions for individual students and groups are informed by multiple data points and resources. Assessment information is shared with families/guardians and stakeholders by classroom teachers and/or members of the RtI/IEP teams as applicable.
How are teachers involved in student achievement data analysis?	Grant School's Title I Reading Program provides literacy and math instruction to students in kindergarten through fifth grade. An emphasis is placed on early identification and intervention. Two Title I aides work primarily in K-1 classrooms during literacy and math

	instruction. The Title I teacher serves students in grades K-5 at Grant School. This teacher uses intervention materials provided as part of our core literacy resources : <i>SuperKids</i> and <i>Wonders</i>. These resources are supplemented with others aligned to grade level standards which support growth in areas identified for improvement. Reading Intervention programs available at Grant School during our school-wide Intervention and Enrichment blocks include: Tier II support resources from <i>SuperKids</i> at primary grades, Tier II support resources from <i>Wonders</i> at intermediate grades, Language for Learning, REWARDS, Quick-Reads, Read For Real, Reading Mastery, Horizons, and Spelling Mastery. The RtI A team (academic) consists of a School Social Worker, School psychologist, Speech/Language Clinician, special education teacher, Guidance Counselor, and Principal. This team provides support and resources for teachers who respond to instructional or behavior concerns of a specific student. Referral and evaluation of students for consideration of special education eligibility occurs when deemed necessary. A detailed history of the Student Assistance Team meetings is available from the principal and information is maintained in the office.
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Strategies to Attract and Retain High-Quality Teachers	
What specific initiatives do you or will you use to attract and retain high-quality teachers? How will you sustain a level of teachers?	ATTRACT a diverse workforce of talented leaders, increasing the number of applicants by 5% each year using effective recruitment strategies and a competitive compensation package. HR will track the number of applicants each school year and increase that number by 5% each year. HR will: - Be at the table to develop competitive wages and benefits - Track the number of diverse applicants and diverse new hires each year - Develop a "Grow your own" program for staff to become teachers - Be visible players at the table for recruitment
What policies would be effective for addressing a shortage while also maintaining or improving teacher quality?	RETAIN by fostering a work environment that increases employee engagement. HR will establish a baseline for employee turnover in all groups and decrease by 3%. - Modify the compensation model - Identify first year turnover and develop goals and objectives to decrease this number - Identify a qualifying exit reason using Exit Interview data - Expand mentoring program to include all employee classifications

What policies and practices may reduce teacher turnover?	- Develop an employee recognition program - Establish open dialogue with Stay Interviews with current staff - Enhance an onboarding program at the school level that includes observing others teaching, receiving feedback, taking courses in teaching methods, learning theory, and selecting instructional materials.
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High Quality and Ongoing Professional Development	
Describe the professional development that the staff will receive that is aligned with the needs and goals identified through the needs assessment.	Each campus works with the Directors of Education for the Wausau School District to plan district professional development opportunities. During the 18-19 school year, teachers participated in several professional learning opportunities aligned with improving math proficiency for all students in the Wausau School District. Elementary staff worked with representatives from the Mathematics Institute of Wisconsin to deepen their understanding of Core Content State Standards in math while becoming familiar with the eight standards for mathematical practice. During the 19-20 academic year, our professional development will continue to be focused on 1:1 technology integration, instructional equity, EduClimber (data management tool), FastBridge (universal screening tool), and our new K-5 math resources. Staff will also engage in collaborative learning opportunities focused on the work of John Hattie, Ross Greene, Jon Saphier, Mary Ann Haley-Speca, and Robert Gower. In addition to our professional learning around the research to build and advance high-quality instructional practices across all K-12 grade content areas, building level teams will focus on BrightBytes Survey results. Recognizing that digital communication increases student engagement by connecting them with a broader “real world” audience and fosters increased levels of collaboration and learning. Staff will work collaboratively to incorporate action steps that provide access to digital communication options embedded in daily instruction. Additionally, all WSD staff also have access to learning academies offered by our district. A full course catalog is available here: https://wausauschools.schoolobjects.com/wshop/
Describe how professional development is “sustained and ongoing.”	Professional development provided for all staff during weekly faculty meetings is aligned with our building level school improvement plan and changes in need over time. School improvement goals and action steps are developed based on longitudinal data trends and response to intervention and enrichment supports at each respective K-5 grade level. Formal adult learning opportunities occur each week during faculty meetings as well as

	during weekly grade level PLC meetings. Analysis of student data and individual response to intervention and enrichment supports are a cornerstone of these ongoing and sustained practices/procedures. A link to weekly faculty meeting agendas for certified staff are available here .
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Transition Strategies	
In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?	For all students enrolled in 4K through the Wausau School District, the following program-level transition planning strategies are used to facilitate a seamless transition from preschool based services to kindergarten: - Use of a common transition form across multiple program sites and schools. A common transition form is completed for all children enrolled in 4K in the Wausau School District. This form is shared with the receiving school in the spring prior to the students kindergarten year. - The 4K multi-tiered system of support team works acts as a liaison between 4K programming sites and receiving elementary school teams. - 4K/K professional learning community conversations occur 4 times a year at four 4K academy locations. These conversations focus on the alignment of standards, curricula, instruction, and assessments between 4K and kindergarten as well as individualized student support and problem solving. - Teacher-to-teacher conferences between 4K and K teachers occur on an individual as needed basis in the fall of the kindergarten year. - Data is shared via Educlimber system. - Grant School personnel follow the Wausau School District procedure for transitioning preschool students into kindergarten. This includes reviewing information and data sent to receiving schools, and data obtained from Kindergarten Orientation. Compiling this information provides teachers and the school staff information necessary to plan for kindergarten. Grant School faculty participate in IEP meetings for incoming kindergarten students. The following building-level child and family strategies are also used to promote a smooth and successful start for all students entering kindergarten: - reach out to families prior to the beginning of the school year to support a positive home-school relationship in order to increase kindergarten success as needed - Child visits to the kindergarten classroom during our fall open house to be help on August 28, 2019 - Workshops and networking for parents of young children (PTO)

	- Attendance at school wide events for families and children beginning in spring of the year prior to entering kindergarten - Kindergarten orientation sessions before school starts. Held in May of 2019 - Meeting with parents, phoning or sending home information about kindergarten programs following our spring orientation sessions - Inviting parents and children to visit the kindergarten classroom prior to the start of the school year
What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?	Research indicates that the successful coordination between preschool and kindergarten helps to lay the groundwork for a child's positive school experience. When a young child transitions successfully, he or she is more likely to enjoy school, show steady growth in academic and social skills, and have families who are more actively engaged. With this in mind, all 4K programs in the Wausau School District are designed to intentionally educate, involve, and inform parents of the foundational skills needed as a base for learning. All 4K parents of children attending a Wausau School District 4K program have the opportunity to attend nine different parent at school activities that focus on developing skills in the areas of social emotional, language and literacy, early mathematics, physical well being and motor, fine motor/handwriting, and early scientific development. In addition, information on early childhood development is shared through a bi-weekly written newsletters.

Improving Students' Skills Outside the Academic Subject Areas	
This component may include strategies such as counseling, school-based mental health services, specialized instructional support services, mentoring services, etc.	Increase and improve staff understanding and execution of behavior strategies through mental health training, social emotional training, threat assessment training and building level CPI training. As a result, students will have more direct teacher contact time as less time will be spent on behavioral issues.

Preparation For & Awareness of Post Secondary & Workforce Opportunities	
This component may include career and technical education programs, broadening secondary students' access to coursework to earn postsecondary credit while still in high school (ie.Advanced Placement, International	All students have opportunities to explore the 16 career clusters through a variety of Career and Technical Education programs. Courses are offered in Agriculture and Natural Resources, Family and Consumer Sciences, Marketing and Business, and Technology Education and Engineering. The Wausau School district also partners with business and

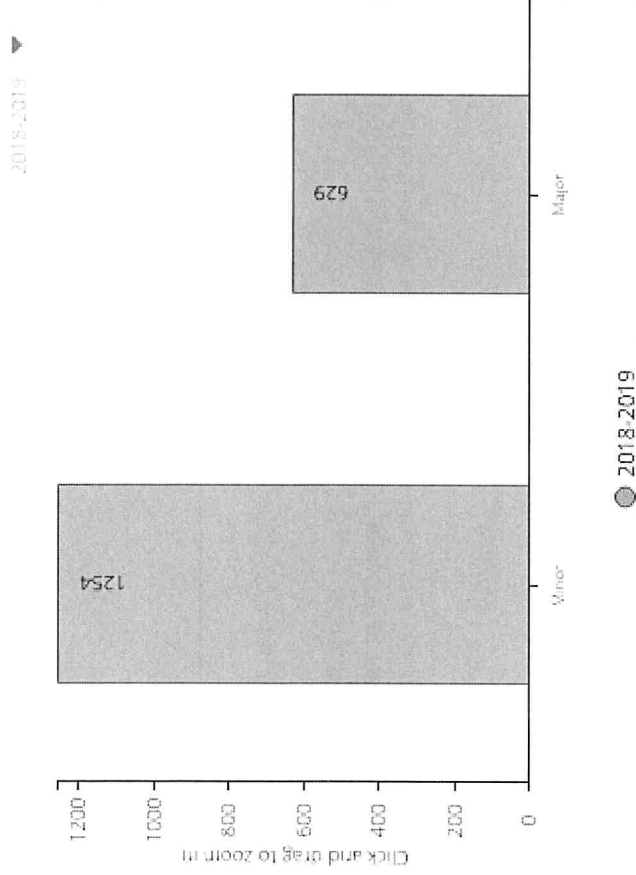
Baccalaureate, dual enrollment, or early college high schools).	industry to align programs to community needs with school to work programs such as Youth Apprenticeship, Internships and business opportunities. Both Wausau East and Wausau West have full time Career Center Coordinators who support all students in the career development process. Students receive support in dual credits, college applications, scholarships, job placement and many more resources for postsecondary and workforce readiness. Students in the Wausau School District have access to Advanced Placement courses at Wausau West High School and through Wausau Area Virtual Education. Students at Wausau East High School have access to International Baccalaureate courses. Students at Wausau East and West have a variety of dual enrollment courses available in conjunction with Northcentral Technical College. All students have access to the Early College Credit Program and Start College Now programs offering students both high school and college credit for courses taken through these programs.
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Schoolwide Systems to Address Behavior

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.

Grant School has adopted the Positive Behavior Intervention Support (PBIS) framework as the foundation for making changes related to school and classroom behaviors, and developed a school matrix that includes three identified school behavior expectations. A school Positive Behavior Interventions & Supports (PBIS) Team meets consistently to address office referrals and longitudinal trend data. Our internal PBIS coaches and counselor attended the state-wide PBIS conference in Wisconsin Dells at the beginning of the 2016-17 school year. Grant elementary was recognized by the Wisconsin Department of Public Instruction as a **School of Distinction** for the 2014-15, 2015-16 and 2018-19 school years. Our building was recognized for efforts implementing a culturally responsive multi-level system of support at the silver level for behavior in May of 2017, 2018 and 2019 by the Wisconsin DPI. The Tier II PBIS Team attended training in spring of 2013. This team has developed data rules for CICO (Check-In/Check-Out) and began with full implementation in the fall of 2013. Our Tier III team was fully trained in 2015-16 with wrap around supports/services provided for several identified families. We will continue to support these families moving into the 19-20 academic year, adding additional eligible students and families as needed.

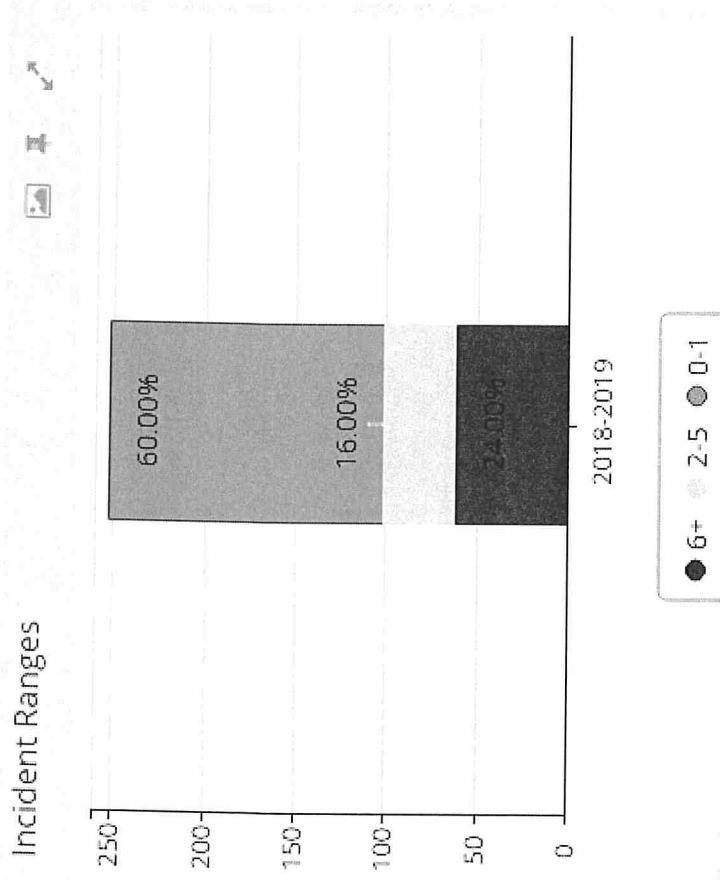
By Primary Incident Type



End of the year data indicates students continue to exhibit inappropriate behaviors related to disrespect/defiance causing disruptions in both the classroom and on the playground. The PBIS team has developed plans to address this concern, by focusing on Responsibility, Respect, and Safety at school-wide boosters and monthly community assemblies. We will also focus on developing a growth mindset at monthly assemblies to support increasing capacity to make positive behavior choices.

Behavior Data

Physical Aggression (Major)	Disrespect/Defiance (Major)	Other (Major Behaviors)	Total Office Referrals
92 Down from 163 in 2017-18	534 up from own from 468 in 2017-18	138 up from 98 in 2017-18	1981 up from 1302 in 2016-17



This year the universal, tier II and tier III PBIS teams will continue to use the Positive Behavior Intervention Supports framework to improve school-wide behaviors and provide additional support for individual students and identified sub-groups.

A link to our school-wide behavior matrix is available [here](#).