

School Improvement Plan

John Marshall

2019-20



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

REQUIRED COMPONENTS	OPTIONAL COMPONENTS
<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	<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

John Marshall Schoolwide Plan

General Information	
School District Name	Wausau School District
School Name	John Marshall Elementary School
School Address	1918 Lamont Street, Wausau, WI 54403
Building Principal (Name & email address)	Amanda Patterson, apatters@wausauschools.org
Title I Part A Coordinator (Name & email address)	Andrea Sheridan, asherida@wausauschools.org

Schoolwide Planning Team	
<p>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)].</p>	
Administrator(s)	Amanda Patterson
Parents (could include PTO officers if shared during PTO meetings)	PTO Officers - Sarah Werth, Jessica Pearson, Heidi Naber, Matt Munson, Kellie Messmen, Wendi Boehner, Meg Peterson
Title I Part A Staff (include positions, if applicable)	Kerri Stadler
Certified Staff (include positions)	Classroom Teachers - Mariah Weinberger, Kendy Frame, Margie Bosio, Jessica Bartz, Glover Gale, Jessica Knoke, Andy Reiche, Kerry Euting, Emily Martin, Teri Wonders, Polly Hirn, Susan Schumann Encore Teachers - Ryan Whalen, Kira Monahan Special Education Teachers - James Brotz, Robin Nelson, Kim Schroeder, Laura Schuster Pupil Services - Cathy Ehlert

Support Staff <i>(include positions)</i>	Title Para - Becky Felver, Bonnie Pergolski Family Enrichment Coordinator - Sandy Wawarzazek
Others <i>(students, community members, etc.)</i>	

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 <i>(Add links to agendas, notes, etc.)</i>	Participants at Meetings <i>(check all that apply)</i>		
		Planning Team	All Staff	Parents and/or Community Members
4/25/19	Share out of Whole Child Whole Wausau plan with staff	X	X	
5/2/19	Marshall staff priority area focus groups - feedback gathering	X	X	
5/16/19	Marshall staff priority area focus groups - feedback gathering	X	X	
5/20/19	PTO Meeting - Share out and feedback from parent group			X
5/23/19	Marshall staff priority area focus groups - feedback gathering	X	X	
5/30/19	Marshall staff identifying highest impact strategies based on feedback gathered	X	X	

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.

John Marshall School Vision Statement

John Marshall Panthers work, learn, and grow.

John Marshall School Mission Statement

The mission of John Marshall Elementary School is to create and maintain an environment that ensures all students reach their highest level of achievement in academics, fine arts, physical fitness and social behavior as determined by the common core standards. We commit to a comprehensive system of support to ensure these outcomes.

School Belief Statements

*Motivation to learn is influenced by cooperation, high expectations and positive interactions between students, staff, parents and the larger community.

*A safe and physically comfortable classroom and school environment promotes student motivation, student learning and student performance.

*Effective school leaders engage in practices that support the ongoing improvements of teaching and student performance.

*Students learn best when school staff focuses on a shared vision, goals and actions to improve student learning, and maintain high expectations for student learning.

*Students learn more in an interactive, positive environment that is respectful of their personal beliefs and interests.

John Marshall Demographics

Enrollment - 260 students

Open Enrollment - 4.5%

	<p>Race/Ethnicity American Indian or Alaskan Native - 1.4% Asian - 11.0% Black or African American - 2.1% Hispanic/Latino - 5.5% White - 70% Two or More Races - 10.0%</p> <p>Student Groups Students with Disabilities - 16.8% Economically Disadvantaged - 49.8% English Learners - 12.4%</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 ● Identification of Gaps within student groups & Root cause analysis 	<p>The John Marshall faculty, staff 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 reviewed the 2018-2019 goals and action plans throughout the school year while also documenting performance and analyzing standardized test data.</p> <p>The 2019-2020 goals are based on analysis of standardized test data, informal and criterion-referenced evaluations. The goals include the language arts areas of reading and writing, mathematics and social skills. Language Arts is included because we believe it is the foundation from which student achievement grows. Mathematics is included because we are continuing the process of changing the way we teach math as part of the WSD and we are adopting the Common Core Standards in this area. The staff plans to address Social Skills in a variety of ways to address our core beliefs of respect, responsibility and safety through the utilization of the PBIS framework. How we treat each other and celebrate our academic successes are important elements of student success.</p> <p>John Marshall faculty developed action plans to address three target area goals for student learning, behavior, and parent involvement identified as priorities for our 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. The plan focuses on improving our professional development programs by</p>

	<p>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.</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 • Connect the findings to the school's mission/vision and the vision of this plan. 	<p>John Marshall data trends have noted steady growth in mathematics scores on the Forward Exam, resulting in growth on the annual Wisconsin School Report Card as well as on AIMSweb universal screening data. Data trends in ELA demonstrate relatively stagnant progress on both the Forward Exam and AIMSweb data. This could be connected to the change in focus for School-wide SLOs over the past 3 years.</p> <p>Data continues to show slow or regressive growth on the universal screener for 1st grade specifically in both ELA and math. This PLC team has now changed and will be focused on gathering more information and looking for solutions during the coming year.</p> <p>Since our ELA data has not been progressing the way we'd expect it to, we will balance more of our PLC and staff time on ELA, rather than being focused only on math and how we can leverage high impact strategies across both content areas.</p> <p>Our mission statement is: The mission of John Marshall Elementary School is to create and maintain an environment that ensures all students reach their highest level of achievement in academics, fine arts, physical fitness and social behavior as determined by the common core standards. We commit to a comprehensive system of support to ensure these outcomes.</p> <p>We will continue to strive to reach "all students" at their highest level of achievement in academics through this plan.</p>

<p>School Reform Strategies (Not applicable)</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 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</p>

<p>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:</p> <p>Reform Strategy:</p> <p>Rationale<i>(What evidence/research suggests this will work?):</i></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:</p> <p>Reform Strategy:</p> <p>Rationale<i>(What evidence/research suggests this will work?):</i></p>

WSD Strategic Plan (insert workbook hyperlinks and add rows as needed)
Goal #1 : See John Marshall Achievement - A1 Tab
Goal #2: See John Marshall Achievement - A2 Tab
Goal #3: See John Marshall Achievement - A3 Tab
Goal #4 : See John Marshall Achievement - A4 Tab
Goal #5: See John Marshall Optimization of Resources - O2 Tab
Goal #6: See John Marshall People - P3 Tab
Goal #7: See John Marshall Service - S2 Tab
Goal #8: See John Marshall Service - S3 Tab
Goal #9: See John Marshall Wellness - W1 Tab
Goal #10: See John Marshall Wellness - W2 Tab

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? 	<p>Students are progress monitored using FastBridge in fall, winter, and spring in both reading and math to monitor overall achievement goal progress. Benchmarks used to measure progress are aligned with normed benchmarks determined by the FastBridge assessments at each grade level.</p>
<p>Describe the tools and processes you will use for ongoing student progress monitoring and reporting to parents.</p>	<p>Students are progress monitored using FastBridge in fall, winter, and spring in both reading and math. Teachers report progress via a written report card quarterly and via in person parent teacher conferences in fall and winter.</p>
<p>Describe the supports you provide for students having difficulty mastering standards. How will you know if the supports are effective?</p>	<p>John Marshall utilizes a comprehensive Rtl system of support to meet student needs. Students struggling to meet expected standards will initially receive Tier 1 support in the regular education classroom. Students in need of Tier 2 supports will be discussed by the Rtl team to determine appropriate supports for student needs. At John Marshall, students can access Title Reading interventions if appropriate. The Rtl team meets on students every 6 weeks to review progress monitoring data to determine if interventions are effective.</p>

Instruction by Appropriately Licensed Staff (Title 1 school requirement)	
<p>All teachers and paraprofessionals working in a program supported with Title I funds must be appropriately licensed. This would included any instructional paraprofessionals working under IDEA within a Title I schoolwide school. Section 1111(g)(2)(J)</p>	
<p>Include staff licensing for building staff <i>If you have any staff that are not appropriately licensed, how are they achieving licensing?</i></p>	<p>Work with HR to determine licensure requirements for building staff and appropriate applications are submitted to DPI for approval.</p>
<p>Document that support staff meet hiring requirements Paraprofessional Hiring Requirements</p>	<p>Define Title 1 requirements in job description and WECAN posting.</p>

Strategies to Increase Parent and Family Engagement	
<p>Evidence-based strategies for ongoing parent engagement, including parent engagement strategies to improve student learning (as required under ESSA Section 1116(c)(3))</p> <p>Describe how families are engaged in the</p> <ul style="list-style-type: none"> ● design of the schoolwide plan ● implementation of the schoolwide plan ● evaluation of the schoolwide plan <p><i>How will you know that families are satisfied?</i> <i>How will their input be used to adjust?</i> <i>How will the compact be developed?</i></p>	<p>John Marshall families are engaged in our Title process in a variety of ways.</p> <ul style="list-style-type: none"> ● The Title plan is shared during a PTO meeting at least annually. Short updates are shared during Principal Reports during monthly PTO meetings that parents give feedback during as appropriate. ● Monthly family events are linked to Title goals, both academic and family engagement. Teachers and staff plan opportunities to ensure families have access to training and information about curricular resources and how they can help their child at home. ● Parent teacher conferences are held in the fall and the winter for individual conversations between parents and teachers about student progress and assisting their child. Parents may ask for a conference with the teacher at anytime as necessary. ● Staff review parent survey feedback each year (both district gathered and building level PBIS family survey data) as they set goals for the next year.
<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.</p>	<p>Title 1 Parent and Family Engagement Policy 5420</p>
<p>Describe how the school is carrying out the activities for building capacity for engagement</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 	<p>Staff participate in Title parent communication and event planning and know the importance of family engagement. Staff identify important pieces of information that parents need to know to support their children and plan appropriately for family events and parent teacher conferences.</p> <p>The principal and the Family Enrichment Coordinator have participated in book studies about best practices in family engagement and provide professional learning throughout the year to share this information.</p> <p>Information is shared with families in a variety of formats, online, email, paper, and in person.</p>

<ul style="list-style-type: none"> • Provide information in a format that is understandable to parents • Provide other reasonable support as requested 	
--	--

Communication Plan (please expand and add links)	
<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. ESEA 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>*PTO Meeting agendas *Newsletter *Website</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>John Marshall staff review School Improvement Planning goals on a monthly basis, with a deeper dive into the data during inservice at the beginning, middle, and end of the year. Results will be discussed with appropriate district level leaders and shared with the Board as deemed necessary.</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. (20 U.S.C. 6314(b)(5))</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. Examples of coordinating programs to consider</p>	<p>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</p>

<p>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>Curricular resources to supplement a guaranteed and viable curriculum in literacy and math</p> <p>Professional Learning to supplement the district professional learning options</p> <p>Provide support, including transportation for homeless students</p>
<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 	<p>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</p>

Teacher Participation in Making Assessment Decisions	
How will your school use assessment data to monitor student achievement and growth?	
<p>How do teachers provide their input into the decisions regarding the use of school-based academic assessments?</p> <ul style="list-style-type: none"> ● How are assessments selected? ● What decisions are made based on the assessments? ● How is assessment information shared? 	<p>Our universal screener is selected by a comprehensive team at the district level that included teachers from each school. Teachers use data from the universal screener to make instructional objectives and student goals. Data is shared at PLCs and during staff meetings to make grade level and building level goals and action steps.</p>

<p>How are teachers involved in student achievement data analysis?</p>	<p>Teachers meet with their PLCs on a weekly basis and with building interventionists on a monthly basis to analyze data and make decisions about instructional strategies to meet student needs. Teachers utilize DuFour's PLC format to focus their data analysis collaboration time.</p>
--	---

<p align="center">Strategies to Attract and Retain High-Quality Teachers</p>	
<p>What specific initiatives do you or will you use to attract and retain high-quality teachers?</p> <p>How will you sustain a level of teachers?</p>	<p>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.</p> <p>HR will track the number of applicants each school year and increase that number by 5% each year. HR will:</p> <ul style="list-style-type: none"> - 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
<p>What policies would be effective for addressing a shortage while also maintaining or improving teacher quality?</p> <p>What policies and practices may reduce teacher turnover?</p>	<p>RETAIN by fostering a work environment that increases employee engagement.</p> <p>HR will establish a baseline for employee turnover in all groups and decrease by 3%.</p> <ul style="list-style-type: none"> - 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 - 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.

<p align="center">High Quality and Ongoing Professional Development</p>	
<p>Describe the professional development that the staff will receive that is aligned with the needs</p>	<p>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</p>

<p>and goals identified through the needs assessment.</p>	<p>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 deepening their understanding of 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.</p>
<p>Describe how professional development is “sustained and ongoing.”</p>	<p>John Marshall staff leaders identify building level professional learning needs and collaboratively work to provide continual support to staff at the appropriate times. This is addressed during staff meeting time and during monthly Collaborative PLC times.</p>

Transition Strategies	
<p>In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?</p>	<p>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:</p> <ul style="list-style-type: none"> - 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.

	<ul style="list-style-type: none"> - Data is shared via Educlimber system. <p>The following building-level child and family strategies are used to promote a smooth and successful start for all students entering kindergarten:</p> <ul style="list-style-type: none"> - 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 - Child visits to the kindergarten classroom - Kindergarten teacher visits to the preschool classroom - Teacher home visits - Workshops and networking for parents of young children (PTO) - Attendance at school wide events for families and children - Kindergarten orientation sessions before school starts - Parent-child learning programs held in schools - Meeting with parents, phoning or sending home information about kindergarten programs - Inviting parents and children to visit the kindergarten classroom prior to the start of the school year - Encourage all kindergarten parents to volunteer at least once during the year at school.
<p>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?</p>	<p>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.</p> <p>Parents of kindergarten students are invited to monthly PTO or building-based family nights. When most applicable, opportunities for parents to learn about academic skills their child is learning and strategies to help their child at home are included. Kindergarten teachers address these skills and strategies during fall and winter parent teacher conferences for discussions specific to their child. Parents or teachers may request meetings with the teacher to discuss progress and ways to help their child at any time during the year.</p>

--	--

Improving Students' Skills Outside the Academic Subject Areas	
<p>This component may include strategies such as counseling, school-based mental health services, specialized instructional support services, mentoring services, etc.</p>	<p>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.</p> <p>John Marshall incorporates S.M.A.R.T. strategies for all Kindergarten, 1st and 2nd grade students to activate, stimulate, and mature the function of the brainstem where readiness skills are developed. S.M.A.R.T. activities are used to stimulate the brainstem to promote more and richer connections among the neurons in the brainstem. These activities are extended to 3rd, 4th, and 5th grade students on an as needed basis too.</p> <p>John Marshall has a community-based mental health counselor that serves students one day per week on site. There is also a partnership between the school, Big Brothers Big Sisters mentoring, and the Southeast Side Neighborhood group to bring in neighborhood members as mentors through the Marshall Mentors program. John Marshall also has a partnership with Pilgrim Lutheran Church that provides weekend backpacks of food for students in need through a program called Blessings that Give Hope.</p>

Preparation For & Awareness of Post Secondary & Workforce Opportunities	
<p>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 Baccalaureate, dual enrollment, or early college high schools).</p>	<p>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 industry to align programs to community needs with school to work programs such as Youth Apprenticeship, Internships and business opportunities.</p> <p>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.</p>

	<p>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.</p>
--	--

<p style="text-align: center;">Schoolwide Systems to Address Behavior</p>	
<p>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.</p>	<p>John Marshall uses PBIS supports to teach positive behavior strategies to all students as part of our Tier 1 behavior supports. All classrooms have a classroom matrix that describes expectations connected to our core beliefs - respectful, responsible, and safe. The PBIS Leadership team meets regularly to build universal resources for all staff to be successful with implementing and teaching expectations to students.</p> <p>The John Marshall Rtl team works with teachers and support staff to create FBAs and BIPs for students and provide supports, suggestions, and interventions to meet individual student needs at the Tier 2 and 3 levels.</p>