

School Improvement Plan
Lincoln Elementary
2019-20



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Lincoln Elementary Schoolwide Plan

General Information	
School District Name	Wausau School District
Lincoln Elementary	Lincoln Elementary
School Address	720 South 6th Avenue, Wausau, WI 54401
Building Principal (Name & email address)	Colleen A. Whooley Jepson cwhooleyjepson@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)	Colleen A. Whooley Jepson
Parents (could include PTO officers if shared during PTO meetings)	Lindsey Hrdina, Natalie Willig-Ebert, Alyssa Lindsey, Megan Theobald
Title I Part A Staff <i>(include positions, if applicable)</i>	All title and EL staff have voice in our planning team
Certified Staff	All certified staff have voice in our planning team

<i>(include positions)</i>	
Support Staff <i>(include positions)</i>	All support staff have voice in our planning team
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
10/3/18	Data Digs (Wisedash and Educlimber)	X	X	
10/4/18 10/5/18	AWSA Academy Work on Data	X	X	
11/20/18	Grade Level/EL/Title PLC Meetings	X	X	
12/12/18	AWSA Academy Work on Data	X		
1/16/19	Share out of AWSA Meeting Data Retreat	X	X	
1/22/19	Educlimber Data Digs and SAS Results	X	X	
2/13/19	Vision and Mission Work	X	X	
3/13/19	BrightBytes Share Out	X	X	
3/19/19	PTO Meeting		X	X

4/2/19	Title One Advisory Team Meeting	X	X	X
4/16/19	PTO Meeting		X	X
4/17/19	Vision and Mission Work	X	X	
5/22/19	Educlimber Data Digs	X	X	
5/28/19	Parent Teacher Organization - Plans for 2019-20	X	X	X
9/11/19 and 9/18/19	Strategic Plan for Lincoln	X	X	
9/17/19	PTO Meeting		X	X
10/1/19	Title One Advisory	X		X
10/15/19	PTO Meeting		X	X
10/16/19	PLC Meeting to go through FastBridge Data	X		
10/25/19	Data Analysis	X	X	
11/5/19	Title One Advisory	X		X
11/19/19	PTO Meeting		X	X
12/3/19	Title One Advisory	X		X
12/4/19	Bright Bytes and SAS Results	X	X	
12/11/19	PBIS Team Meetings	X	X	

12/19/19	PTO Meeting		X	X
1/24/20	Data Digs PLCs	X	X	
2/4/20	Title One Advisory	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.

Vision: Foster the Future

Mission:

- Lincoln Elementary will provide resources and foster sustainable growth to meet academic, social/emotional and basic needs of the Lincoln Community.
- Lincoln Elementary will promote community health and development by connecting people, ideas and resources.
- Lincoln Elementary will foster a caring and creative environment that respects the unique needs of all individuals.

Profile

- Presently, Lincoln is an AGR (Achievement Gap Reduction) school that is supportive of student/teacher ratios of 18:1 or less in grades kindergarten through third. Lincoln is also a 21st Century Community Learning Site that provides extended day programs such as tutoring, enrichment, and intramural classes to our students.

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Demographics

- *Based on 3rd Friday September Enrollments*
- *Note: The Wausau School District implemented a boundary change which affected the number and make-up of the student population for the 2017-18 school year.*

	2014-15	2015-16	2016-17	2017-18	2018-19
Total Pop	283	275	274	219	218
Minority	55.48% Asian, Hispanic, Black, American Indian	52.73% Asian, Hispanic, American Indian, Black,	55.84% Asian, Hispanic, American Indian, Black,	57.99% Asian, Hispanic, Black, American Indian,	61.47% Hispanic, American Indian, Asian, Black,

	<table border="1"> <thead> <tr> <th></th> <th></th> <th>Pacific Islander</th> <th>Pacific Islander</th> <th>Pacific Islander</th> <th>Pacific Islander</th> </tr> </thead> <tbody> <tr> <td>LEP*</td> <td>35.34%</td> <td>34.91%</td> <td>35.04%</td> <td>36.53%</td> <td>37.16%</td> </tr> <tr> <td>Free</td> <td>62.90%</td> <td>75.64%</td> <td>73.36%</td> <td>71.69%</td> <td>70.64%</td> </tr> <tr> <td>Reduced</td> <td>11.66%</td> <td>9.45%</td> <td>6.93%</td> <td>7.76%</td> <td>10.55%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> *Limited English Proficiency 			Pacific Islander	Pacific Islander	Pacific Islander	Pacific Islander	LEP*	35.34%	34.91%	35.04%	36.53%	37.16%	Free	62.90%	75.64%	73.36%	71.69%	70.64%	Reduced	11.66%	9.45%	6.93%	7.76%	10.55%
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<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>Several data sources were reviewed over the course of the 2018-19 school year including (but not limited to):</p> <ul style="list-style-type: none"> Attendance Data Behavioral Data 2nd grade Math MAP data 2nd grade Reading MAP data FORWARD test results AIMS results in math and reading 6 traits Writing results (grade 3) Surveys: SAS, TIF, School Perceptions, Bright Bytes <p>All certified staff members were members of one team over the course of the year either related to Attendance and Behavior, Math, or Language Arts. These teams studied data and reported out findings in large group settings.</p> <p>In addition, I studied achievement gaps related to race in the area of Mathematics through a Data Retreat offered by AWSA. My findings can be found in the link attached below: Practices Inquiry Template</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>The team dedicated to behavior noted that physical aggression among caucasian boys is the most documented behavior at Lincoln Elementary. Boys had a significantly higher ratio of reportings than their female counterparts. Over 80% of Lincoln students have no BTFs which does demonstrate that our Tier I PBIS intervention is solid. We indicated a need to address the physical needs of our male students.</p>																								

	<p>Summary of key findings can be found in the link below in relation to mathematics achievement and racial gaps. Overall, we found that Asian students performed lower on the mathematics portion of the Forward Exam.</p> <p>Practices Inquiry Template</p>
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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)

<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 Whole Child Whole Wausau (insert workbook hyperlinks and add rows as needed)

<p>Goal A1: Educator Effectiveness Goal(2a, 2b, 3a)</p>
<p>Goal A2: Technology Goal</p>

Goal A3: Attendance Goal
Goal A4 : Math and ELA Goals
Goal OR1:
Goal OR2: Alignment of available resources
Goal P1:
Goal P2:
Goal P3: Work Life Balance Goals
Goal S1:
Goal S2: Increase Awareness of District Offerings
Goal S3: Attract and Strengthen Partnerships
Goal W1: Decrease in Suspensions
Goal W2: Improve Climate and Culture

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>BrightBytes was used as the initial assessment of our technology use. This survey showed that teacher comfort levels around the 4Cs was the lowest area. Documentation of faculty meetings utilizing data, classroom observations, and final brightbytes data will be used to monitor our growth.</p> <p>Educlimber and Infinite Campus are used to track student absenteeism. Students K-5 will keep documentation of their own attendance and will reflect on this data at least once each quarter to give them more ownership of their attendance. This attendance data will be shared out at parent teacher conferences.</p> <p>FastBridge will be used to track screening results of students in the areas of Math and</p>

	<p>Language. In addition, Educlimber will track gains in reading and math throughout the year as evidenced in classroom assessments and grading.</p> <p>I created a survey off the former School Perceptions survey to see how teachers were feeling on their workload and overall feel towards work. Teachers indicated that the principal is respectful and aware of a work/life balance; but the trend on appropriate workload showed an area of growth.</p> <p>Class Dojo was implemented school-wide 2 years ago to facilitate/improve communication with families. We will continue to utilize Class DOJO for school-wide, classroom, and family communication.</p>
<p>Describe the tools and processes you will use for ongoing student progress monitoring and reporting to parents.</p>	<p>Educlimber will be the main source for data collection. Fastbridge will collect Screener data in the areas of math and literacy. 2nd Grade MAP Growth tool will collect reading and math data</p> <p>Class Dojo will house communication with parents. Newsletters will be created with SMORE to more accurately track the trends in reading of data.</p>
<p>Describe the supports you provide for students having difficulty mastering standards. How will you know if the supports are effective?</p>	<p>Consistently utilize a structure in Math and ELA for student goal setting and self-reflection to increase student motivation, effort and achievement. Grade level PLCs will collaborate to provide high quality targeted intensive instruction during CORE and WIN block in order to meet the specific needs of students based on District Guidelines in 19-20. Implement integrated technology lessons with critical core content to increase teacher feedback to students with the goal of higher levels of student motivation and critical thinking skills. Implement Before/After school program that complements classroom learning Increase Parent awareness and education on how to access and use parent resources for core curriculum and enrichment practices.</p>

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 included any instructional paraprofessionals working under IDEA within a Title I schoolwide school. Section 1111(g)(2)(J)

<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>

<p style="text-align: center;">Strategies to Increase Parent and Family Engagement</p>	
<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? How will their input be used to adjust? How will the compact be developed?</i></p>	<p>Title One Plan for 2019-20</p>
<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 	<p>Content standards, assessments, lit training, technology, and Title I programming information is conveyed during Family Informational Evenings. On-going information will also be conveyed through parent/teacher conferences, newsletters (classroom and school-wide), and parent-teacher organization meetings.</p>

<ul style="list-style-type: none"> • 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 	
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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)

<p>How will you communicate the schoolwide plan (e.g. website, letters, School Board minutes, etc.)?</p> <p>You must demonstrate that the schoolwide plan was made available to the LEA, parents, tribal leaders, and the public in an understandable way</p>	<ul style="list-style-type: none"> *Newsletter *Website *Family Evenings *Class DOJO postings
<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>Staff meetings will lend for ongoing review and revise</p>

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))

<p>Description of how resources from Local, State and Federal Title I, Title II, Title III, Title IV and</p>	<p>Title 1 resources are allocated in the following manner:</p>
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<p>IDEA and other sources will be used so duplication of services does not occur.</p> <p>Examples of coordinating programs to consider coordination and collaboration are:</p> <ul style="list-style-type: none"> ● Title Programs ● Career and Technical Education ● Nutrition Programs ● Homeless Programs ● Head Start ● Violence Prevention Programs ● Adult Education ● Job Training ● Family Literacy 	<p>Staff salaries and benefits: certified reading and math teachers are hired to supplement the current staffing plan for the Wausau School District</p> <p>Parental Engagement: resources are purchased based upon school goals and action steps</p> <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</p> <p>General Fund Balance - Wausau School District</p> <p>Safe Schools Grant</p> <p>Achievement Gap Reduction Grant</p> <p>21st Century Funding</p> <p>Title 1</p> <p>Title 2</p> <p>Title 3</p> <p>Title 4</p> <p>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>Educlimber will be the main source for data collection. Fastbridge will collect Screener data in the areas of math and literacy. 2nd Grade MAP Growth tool will collect reading and math data</p> <p>Class Dojo will house communication with parents. Newsletters will be created with SMORE to more accurately track the trends in reading of data.</p>
<p>How are teachers involved in student achievement data analysis?</p>	<p>Teachers are involved in weekly PLC meetings to look specifically at Mathematics, English Language Arts and/or behavioral achievements of students.</p> <p>Teachers also participate in RTI meetings as needed for specific students and meet quarterly with EL and Title Specialists.</p>

Strategies to Attract and Retain High Quality Teachers	
<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 high quality 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. 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. 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.
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High Quality and Ongoing Professional Development	
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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 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. <i>School specific information added by campus principal if applicable.</i>
Describe how the professional development is “sustained and ongoing.”	Lincoln staff meetings are focused around the needs of the whole child. Our meetings are related to results of district surveys and state/district testing results. Meetings

Transition Strategies	
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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: <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
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	<p>School District. This form is shared with the receiving school in the spring prior to the students kindergarten year.</p> <ul style="list-style-type: none"> - 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. <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"> - Open House visits to the kindergarten classroom prior to the start of the school year - Kindergarten teacher visits to the preschool classroom - Workshops and networking for parents of young children (PTO) - Attendance at school wide events for families and children - Meeting with parents, phoning or sending home information about kindergarten programs
<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>

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>
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<p style="text-align: center;">Preparation For & Awareness of Post Secondary & Workforce Opportunities</p>	
<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>Positive Behavioral Intervention and Supports is the basis for our tiered work.</p> <p>Tier 1 - Lincoln Logs, Lincoln R Us Mall, Quarterly Celebrations</p> <p>Tier 2 - SAIG groups, CICO, lunch buddies, 2x10</p> <p>Tier 3 - Social Skills groups, CICO</p>