

2022-2023

South Shore School District

Comprehensive Needs Assessment & Title I Plan



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2022-2023 Overview of Current Services

2023-2024 Overview of Services	
<p>Assessment</p>	<p>Universal Screeners: The South Shore School District utilized the PALS screener to assess all students in grades 4K-2 on the development of their early literacy skills. The district assessed students in grades 3-12 on their reading skills with the STAR 360 Reading screener. The district assessed students in grades 2-12 on their math skills with the STAR Math screener. All three screeners were completed three times throughout the year.</p> <p>Diagnostic Assessments: In addition to PALS and STAR, the district utilized several diagnostic assessments to support clearly identifying students' academic strengths and areas of growth. These included the LLI Benchmark Assessment and the Literacy Screener & Diagnostic Tool from SAVVAS.</p> <p>Progress Monitoring: The district utilized some progress monitoring tools to monitor student progress in interventions. The district's Reading Corps tutor used weekly CBMs from FastBridge to measure student growth and interventionists utilize CBMs from EasyCBM to monitor student growth.</p>
<p>Universal Instruction</p>	<p>Elementary: At the beginning of the 2022-2023 school year, South Shore adopted and implemented myView as its primary ELA curricular resource. The district also utilizes Reading Eggs, Learning A-Z, Success Maker and Write Bright as supplementary resources to support student's mastery of reading skills and standards.</p> <p>Middle and High School: At the beginning of the 2022-2023 school year, South Shore adopted and implemented myPerspectives as its primary ELA curricular resource. The district also utilized Success Maker as a supplementary resource in grades 6-8 to support student's mastery of reading skills and standards.</p>
<p>Targeted Supports</p>	<p>Elementary: All students in grades K-6 had access to SAVVAS's Success Maker, which is a Tier I intervention that is used to provide additional practice on targeted reading skills. In addition, students in grades K-6 worked in small groups with their teachers on targeted skills. The district had an instructional coach, who provided small group reading instruction in grades K, 1, 2, 3, and 5.</p> <p>Middle and High School: Beginning in the 2022-2023 school year, students in grades 7 and 8 received additional reading support</p>

	through SAVVAS SuccessMaker, which was integrated into their classroom work.
Professional Development	<p>Elementary: During the 2022-2023 school year, all teachers engaged in professional development with a CESA 12 consultant around the Universal Design for Instruction. ELA teachers in grades K-5 also engaged in intensive professional development through SAVVAS to support the implementation of the new curricular resources and interventions: <i>myView</i> and <i>Success Maker</i>. Individual teachers also worked with an instructional coach through CESA 12.</p> <p>Middle and High School: During the 2022-2023 school year, all teachers engaged in professional development with a CESA 12 consultant around the Universal Design for Instruction. In addition, 7-12 teachers and the district’s reading specialist worked with a CESA 12 consultant on developing instruction utilizing the gradual release of responsibility. In addition, ELA teachers in grades 6-12 engaged in professional development through SAVVAS to support the implementation of the new curricular resources and interventions: <i>myPerspectives</i> and <i>Success Maker</i>.</p>
Staff	<p>Licensed Teachers: During the 2022-2023 academic year, the South Shore School District employed two special education teachers and two FTE interventionists in addition to the DPI licensed teacher in each classroom.</p> <p>Reading Specialist: During the 2022-2023 academic year, the South Shore School District employed a 0.4 FTE Reading Specialist. The reading specialist supported the oversight of assessments, completed check-ins with individual students at the 9-12 level, and provided 1:1 support and instruction to high school students working on online English and Reading Courses.</p> <p>Interventionists: During the 2022-2023 academic year, the South Shore School District employed 2 FTE interventionists and a 0.6 interventionist. One interventionist provided small group instruction in reading and math for students in Kindergarten, First, Second, Third, and Fifth grade. The second full time interventionist worked with students in sixth grade, partnered with the 7-12 grade teacher for universal English instruction, and met with students in grades 7-12 with one-on-one check-ins to support students with building academic skills and monitoring their grades.</p> <p>Reading Corps: The South Shore School District partnered with AmeriCorps to employ a 0.7 FTE tutor for the 2022-2023 school year. While ReadingCorps is not part of the Title I program, the tutor supported fifteen students in grades K-3 with Tier III, research-based reading interventions.</p>

Family Involvement	Special Family & Community Events Included: <ul style="list-style-type: none">● August: Back to School Night, 7th Grade Orientation● October: Corn Maze (4K-6 only), Fall Pumpkin Carving Event (4K-6 only), Co-Curricular Awards Night (7-12 only)● November: Fall Parent Teacher Conferences; Long Range Planning Committee● December: Holiday Concerts● February: Spring Parent Teacher Conferences, Opera for the Young● April: Long Range Planning Committee, Steel Drum Band & Open House● May: Spring Concerts, DARE Graduation (5th & 6th Grade Only), Senior Award Banquet (Seniors Only, End of the School Year Celebration, Graduation
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2022-2023 Data Review & Analysis

- [Attendance Report](#)
- [Early Literacy Summary](#)
- [STAR Reading Summary](#)
- [STAR Math Summary](#)
- [PreACT Summary](#)
- [ACT with Writing Summary](#)
- [Summary of Intervention & Student Progress Report](#)

2022-2023 Attendance Report

Grade	2022-2023 Attendance
4K	89.3%
K	87.4%
1	89%
2	90.8%
3	92%
4	91.1%
5	92.1%
6	93.4%
7	94.6%
8	91.5%
9	92.8%
10	92.3%
11	91.3%
12	92.4%
School	91.6%

2022-2023 Early Literacy (PALS) Summary

Grade	<i>Percentage of Students who Met Goal</i> Summed Score		<i>Percentage of Students who Met Goal</i> Letter Recognition			<i>Percentage of Students who Met Goal</i> Letter Sounds		
	Fall	Spring	Fall	Winter	Spring	Fall	Winter	Spring
4K			25%	58%	95%	20%	26%	84%
K	66%	83%	50%	42%	100%	58%	75%	100%

Grade	<i>Percentage of Students who Met Goal</i> Summed Score		<i>Percentage of Students who Met Goal</i> Sight Word			<i>Percentage of Students who Met Goal</i> Spelling		
	Fall	Spring	Fall	Winter	Spring	Fall	Winter	Spring
1	71%	77%	21%	29%	77%	79%	43%	77%
2	50%	50%	42%	58%	75%	58%	83%	41%

2022-2023 Star Reading Overview

Grade	Percentage of Students Scoring at or Above Benchmark		
	Fall	Winter	Spring
3	41%	47%	56%
4	33%	50%	33%
5	31%	38%	46%
6	67%	78%	89%
7	40%	40%	50%
8	67%	33%	33%
9	58%	42%	46%
10	50%	38%	53%
11	63%	58%	57%
12	38%	-	43%

2022-2023 Star Math Overview

Grade	Percentage of Students Scoring at or Above Benchmark		
	Fall	Winter	Spring
2	25%	17%	33%
3	47%	59%	63%
4	67%	100%	67%
5	31%	46%	62%
6	44%	50%	56%
7	44%	55%	58%
8	30%	56%	63%
9	35.7%	53.8%	53.8%
10	57.8%	57.8%	52.6%

Pre-ACT Summary

9th Grade						
	Summed Score	English	Mathematics	Reading	Science	STEM
Benchmark		13	18	18	19	22
South Shore 2023	17.1	15.3	18.1	18.6	15.7	17

10th Grade						
	Summed Score	English	Mathematics	Reading	Science	STEM
Benchmark		15	19	20	20	24
South Shore 2023	17.6	16.1	18.2	18.9	16.6	17.6

ACT with Writing Summary

11th Grade						
Year	Composite Score	English	Mathematics	Reading	Science	STEM
Benchmark		18	22	22	23	26
South Shore 2023	20.6	18.9	20.6	22	20.6	20.6
South Shore 2022	20.5	18.9	20.5	20.9	20.9	20.9
South Shore 2021	23.6	22.9	24.8	23.7	22.1	23.8

2022-2023 Summary of Intervention & Student Progress Report

Grade Level	Summary
<p>Early Elementary 4K-2</p>	<p>Reading Corps Interventions:</p> <ul style="list-style-type: none"> ● Kindergarten: 42% of kindergarten students engaged in intensive reading interventions with a Reading Corps tutor 4x a week. All students made growth in their intensive intervention. 100% of kindergarten students in an intensive reading intervention demonstrated that they exceeded their targeted weekly growth through progress monitoring. ● First Grade: 31% of first grade students engaged in intensive reading interventions with a Reading Corps tutor 4x a week. All students made growth in their intensive intervention. 50% of first grade students in an intensive intervention demonstrated that they exceeded their targeted weekly growth through progress monitoring. ● Second Grade: 25% of second grade students engaged in intensive reading interventions with a Reading Corps tutor 4x a week. All students made growth in their intensive intervention. 66% of second grade students in an intensive intervention demonstrated that they exceeded their targeted weekly growth through progress monitoring. <p>Interventionist Interventions:</p> <ul style="list-style-type: none"> ● Kindergarten: An interventionist supported small group instruction in kindergarten on a daily basis as part of universal reading instruction. Students receiving support also received support and were progress monitored through Reading Corps. 100% of kindergarten students in an intensive reading intervention demonstrated that they exceeded their targeted weekly growth through progress monitoring. ● First Grade: 28.5% of first grade students met with an interventionist for a small group reading intervention on a daily basis. Students were monitored on their growth in sight words on a monthly basis. All students made growth, and 50% of students receiving the intervention met the end of the year grade level goal for sight words.

	<ul style="list-style-type: none"> ● Second Grade: 33% of second grade students met with an interventionist for a small group reading intervention on a daily basis. Students were monitored on their growth in sight words on a monthly basis. All students made growth, and 50% of students receiving the intervention met the end of the year grade level goal for sight words.
<p>Upper Elementary 3-5</p>	<p>Reading Corps Interventions:</p> <ul style="list-style-type: none"> ● Third Grade: 18.75% of third grade students engaged in intensive reading interventions with a Reading Corps tutor 4x a week. All students made growth in their intensive intervention. 66% of third grade students in an intensive intervention demonstrated that they exceeded their targeted weekly growth through progress monitoring. <p>Interventionist Interventions:</p> <ul style="list-style-type: none"> ● Fifth Grade: 28.5% of fifth grade students engaged in a Tier II reading intervention (LLI) with an instructional coach during the 2022-2023 academic year. 50% of the students receiving a Tier II intervention demonstrated they met or exceeded their end of the year goal through their weekly progress monitoring.
<p>Middle and High School</p>	<p>Students Supported by an Interventionist: At the middle and high school level, students met with an interventionist on an as needed basis. Students set and monitored individual goals with the interventionist, primarily related to classroom grades. 5% of high school students engaged in an intensive intervention for reading or math. 100% of students who received an intensive intervention met their individual goals and demonstrated high growth as the district’s universal screener.</p>

2022-2023 Staff Reflection and Suggested Implications for Practice

Grade Band	Analysis of Data	Interpretation	Implications for Practice
<p>4K-2</p>	<ul style="list-style-type: none"> ● 4K excelled at letter recognition and sounds. They have a strong base for kindergarten. ● Kindergarten excelled with letter recognition, spelling, letter sounds, and blending. ● Concepts of word has always been challenging on assessments for kindergarten - the assessment often includes rhymes students already have memorized. ● Students in 2nd grade showed growth with sight words, which they worked on in small groups. 	<ul style="list-style-type: none"> ● Daily instruction on phonological awareness had a significant impact on student learning. ● Daily phonics instruction and decodable readers (which were also sent home) had a significant impact on student learning. ● While not represented in the PALS data, the regular learning around and reference to genres led to students becoming more fluent in academic language. This year, students had deeper discussions on stories. They did close reads, with highlighters, even at the kindergarten level. 	<ul style="list-style-type: none"> ● 4K-2 needs a consolidated sight word list, broken down by grade level. ● 4K-2 needs phonics and spelling skills clearly defined in the universal scope & sequence, with structured interventions to utilize to support students who need additional support. ● K-1 will use Handwriting Without Tears to support students with learning handwriting. ● 1st - 6th grade will use Write Bright to guide the daily writing and grammar instruction.
<p>3-6</p>	<ul style="list-style-type: none"> ● High growth did not always match with high proficiency on the district screener. Some students who scored with high proficiency did not demonstrate as much growth throughout the year as those who initially showed low proficiency. 	<ul style="list-style-type: none"> ● Continuing to use Write Bright significantly supported students with building their writing skills. The grammar portion of Write Bright is more structured than SAVVAS. ● The 1st Read and then Close Read structured increased 	<ul style="list-style-type: none"> ● Students in grades 3-6 will work on setting and monitoring individual goals. ● The district will implement an assessment system that supports gathering additional data for students who score low AND for students who score high on

	<ul style="list-style-type: none"> ● Our district screening data does not reflect students' writing skills. 	<p>comprehension. Utilizing cross-curricular texts also supported building students' comprehension.</p>	<p>district screeners.</p> <ul style="list-style-type: none"> ● The district will clarify the process on who receives interventions, which interventions they receive, and how those are implemented and monitored. ● The 3-6 team will identify specific strategies and interventions to use with students who are not demonstrating high levels of growth. ● The district will implement a writing assessment for all elementary students. ● 1st - 6th grade will use Write Bright to guide the daily writing and grammar instruction.
<p>7-8</p>	<ul style="list-style-type: none"> ● Students scored higher in Math than they did in ELA. ● The amount of time students spent taking the district screener decreased in the Spring; scores also decreased. 	<ul style="list-style-type: none"> ● Comprehension is a skill needed across content areas, and should be taught in more than just English class. ● There is a gap between 6th and 7th grade with scores, which could reflect the transition from elementary to junior high. 	<ul style="list-style-type: none"> ● We need to establish social and emotional goals. ● We need to implement universal reading strategies across content areas. ● The district will clarify the process on who receives interventions, which interventions they receive, and how those are implemented and monitored.

<p>9-10</p>	<ul style="list-style-type: none"> ● Tenth grade showed a large achievement gap, with low growth/low proficiency and high growth/high proficiency. ● In tenth grade, low student growth and low proficiency was often seen together. 	<ul style="list-style-type: none"> ● Our students can work on building a growth mindset and building their SEL skills and confidence. ● As a district, we need to build the skills and develop the mindsets that students are readers, mathematicians, scientists, etc. 	<ul style="list-style-type: none"> ● We need to implement universal reading strategies across content areas. ● We need to build growth mindsets and develop independent learners who monitor their own learning. This includes teaching students academic skills as well as teaching skills for developing academic behaviors.
<p>11-12</p>	<ul style="list-style-type: none"> ● In 11th Grade, some students demonstrated high levels of reading proficiency and others demonstrated significant areas of growth. ● Test scores demonstrated that students showed an increase in reading achievement over the summer, but a drop over the school year. 	<ul style="list-style-type: none"> ● Grades for students in 11th and 12th grade at South Shore do not always align with the district screener. This could be impacted by the mindset of students when they are completing assignments for grades versus completing a district screener. ● Students are not consistently demonstrating their learning is where it should be. ● Our current juniors need to be challenged to read at a high level. 	<ul style="list-style-type: none"> ● We need to establish social and emotional goals. ● We need to examine performance data in addition to district screener data. ● We need to implement universal reading strategies across content areas.

2022-2023 Family & Community Input & Feedback in Relation to the District's Strategic Goals

Strengths	Suggestions	Questions
<ul style="list-style-type: none"> ● Goal 1: CTE Pathways ● Goal 1: Apprenticeship program ● Goal 1: Xello ● Goal 1: The career fair went well! ● Goal 2: Student check-ins ● Goal 2: PD on UDL for all educators ● Goal 2: Data gathering search (Data Retreat) ● Goal 3: Data & numbers ● Goal 3: Ideas and concepts ● Goal 4: LRPC group size ● Goal 4: Baseline is already met ● Goal 4: Student voice ● Goal 4: Staff collaborating to learn from each other! 	<ul style="list-style-type: none"> ● Goal 1: We should look into the Northland Upward Bound Program; this teaches study skills and self-advocacy skills. ● Goal 2: Parent handbooks could be updated and simplified. ● Goal 2: When parents are engaged in the child's learning, the child will be more engaged in their learning as well. ● Goal 2: Check out the Upward Bound Program ● Goal 3: We need community input but we also need to tread lightly. (In relation to building projects.) ● Goal 3: We should physically mail every taxpayer a survey to fill out as a separate piece of mail. ● Goal 3: How do we relate personal costs vs. overall cost to our taxpayers? ● Goal 4: Students should be surveyed more frequently with consistent measuring tools (i.e. at the beginning/end of the year with consistent content). ● Goal 4: We should get more volunteers in here for project days in specific classes 	<ul style="list-style-type: none"> ● Goal 1: Are seniors still doing the presentation laid out in the community involvement plan? ● Goal 1: Seniors don't have a lot to do their senior year. ● Goal 2: How do we get parents on board to check in with students? ● Goal 3: Can we send out mail surveys? ● Goal 3: Can we schedule additional community input sessions? ● Goal 3: Can we get multiple quotes and classes of estimates? ● Goal 3: What is the documentation used for bidding? What are the specifications used? ● Goal 3: Were qualification/experiences used in estimates? ● Goal 3: How are the enrolment projections figured in regards to 4K/Daycare Longevity? ● Goal 4: How is favorable defined in our goal?

	<p>or for outdoor enrichment days so they can see all the good things.</p> <ul style="list-style-type: none">● Goal 4: Elementary staff could get more involved in coaching/extra-curricular activities (RBA).● Goal 4: We could get more media attention (TV).● Goal 4: We should have press on our school report card.● Goal 4: We should publish more articles in “The Connection.”	
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2023-2024 Plan of Services

South Shore School District	
Assessment	<p>Universal Screener & Progress Monitoring: The South Shore School District will be utilizing FastBridge as a screening and progress monitoring tool for 4K-12 Early Literacy and Reading, 4K-12 Math, and 4K-12 Social Emotional & Behavioral Skills. The district will also implement a beginning and end of the year writing assessment. Teachers will also utilize additional diagnostic assessments as needed, including the Heggerty Phonological Awareness Benchmark.</p>
Universal Instruction	<p>Universal Instructional Model: The South Shore School District will continue to utilize a reading workshop model and gradual release framework for universal ELA instruction during the 2023-2024 academic year for students in grades K-12. Students in 4 Year Old Kindergarten through 2nd Grade will also receive direct instruction on phonological awareness and phonics skills. During the 2023-2024 academic year, the district will begin a reading course for students in grades 7-8, which students will take in addition to students' English course. This course will be taught by the district's reading specialist. The district's reading specialist will also develop lessons on reading strategies across content areas, which will be used by content area teachers in grades 7-12.</p> <p>Universal Curricular Resources: The South Shore School District will utilize Heggerty as a universal resource for phonological awareness in 4 Year Old Kindergarten and Kindergarten. Kindergarten through Fifth grade teachers will utilize myView as their primary ELA resource to support reading instruction. When supplementing resources is necessary, the district will utilize high-quality resources including but not limited to Handwriting Without Tears (K-1), Write Bright (1-5), Learning A-Z (K-2), and SuccessMaker (3-8).</p>
Targeted Support & Monitoring	<p>Success Maker: The South Shore School District will continue to provide Success Maker as a universal, Tier I intervention for students in grades 3-8. Success Maker is a computer adaptive program that provides students with additional practice and instruction on reading skills based on an initial placement assessment.</p> <p>Small Group Instruction & Intervention: Classroom teachers, special education teachers, and the districts' instructional coaches will provide small group instruction and interventions for students within a classroom setting. Educators will have access to researched based interventions and strategies, including interventions and resources from</p>

	<p>Intervention Central and FastBridge.</p> <p>Reading Corps: The South Shore School District will continue to partner with Reading Corps during the 2023-2024 academic year. The Reading Corps Tutor will provide 1:1 or 1:2 Tier II and Tier III reading interventions to students in grades K-3, five days a week. Student progress will be monitored through FastBridge. The district's Reading Specialist and principal will serve as internal coaches to the Reading Corps tutor. <i>Note: The district's Reading Corps tutor is grant funded, and is not paid for through the Title I budget. The role of an internal coach is required, but not paid for through Reading Corps funds.</i></p>
<p>Early Childhood</p>	<p>Day Care: The South Shore School District offers free daycare on Monday, Thursday and Friday to any four or five year old student who is living in the district who and who is not enrolled in kindergarten. Students may enroll in daycare once they turn four. During daycare, students receive direct instruction and practice on phonological awareness skills, utilizing the 4K Heggerty resource. South Shore School District's daycare collaborates with the district's 4K program, and utilizes a play-based learning structure to support students in building early literacy, math, and social-emotional skills.</p> <p>4 Year Old Kindergarten: The South Shore School District offers 4 Year Old Kindergarten on Tuesdays and Wednesdays to any student who turns four by or before September 1st, 2023. students receive direct instruction and practice on phonological awareness skills, utilizing the 4K Heggerty resource. South Shore School District's 4K collaborates with the district's daycare program to provide continuous instruction. It utilizes a play-based learning structure to support students in building early literacy, math, and social-emotional skills.</p> <p>Kindergarten: The South Shore School District offers 5 Year Old Kindergarten on Mondays through Fridays to any student who turns five by or before September 1st, 2023. Kindergarten continues to utilize a play-based learning structure to support students in building early literacy, math, and social-emotional skills. Kindergarten students also receive direct instruction in phonological awareness skills, phonics skills, handwriting, and comprehension through SAVVAS myView. All students work in small groups on literacy and math skills with a licensed teacher. In addition, student learning is supported with an instructional coach three days a week and a Reading Corps tutor five days a week.</p>
<p>Professional Development</p>	<p>Universal Professional Development:</p> <ul style="list-style-type: none"> • Professional Learning Days: The district has thirteen days scheduled for staff professional learning throughout the 2023-2024 academic year. Professional learning opportunities will be aligned with the district's

strategic plan, and will include training on state standards and learning targets and instructional best practices. Professional learning days will also support time for teacher data analysis and collaboration.

- **Professional Learning Communities:** The South Shore School District will be sending a team of educators to the Solution Tree Professional Learning Communities conference in Madison, Wisconsin on July 12th - 14th. This team will champion and lead South Shore's implementation of professional learning communities during the 2023-2024 academic year.

Individualized Professional Development:

- **Mentoring:** In collaboration with CESA 12, the South Shore School District provides a mentor to teachers in their first, second, and third year of employment. Educators meet with a mentor from CESA 12 on a monthly basis, and have the opportunity to attend new teacher workshops through CESA 12. In addition, teachers are connected with an in-district mentor, who meets with the educator on a more frequent basis.
- **Educator Effectiveness:** The South Shore School District follows the WI Educator Effectiveness Model to support educators professional reflection and growth. Through this model, educators reflect on their instructional practices and craft, set and monitor student learning objectives, and set and monitor professional practice goals. Administrative observations and feedback is linked to the Charlotte Danielson framework. The WI Educator Effectiveness Model is also used as an evaluative tool for educators who are in a summative year for evaluation.
- **Instructional Coaching:** During the 2023-2024 academic year, the district will employ a 0.4 FTE Reading Specialist and a 0.6 FTE Instructional Coach. The Reading Specialist will serve as the internal coach for the District's Reading Corps Tutor, will collaborate with administration to organize and utilize data to support instructional decisions, teach a universal middle school reading course, and will provide intensive reading interventions on an as needed basis for students based on district assessment data.
- **Conferences & Outside Training:** The South Shore School District is invested in developing the craft of each educator, which includes providing educators with professional development opportunities that support them in achieving individual goals. In addition to scheduled professional development day and internal training, the district supports staff and educators with high quality professional development opportunities,

	<p>which includes attending training through CESA 12, meeting with a coach through CESA 12, traveling to additional schools to observe colleagues, and attending conferences that align with the district’s strategic plan. During the summer of 2023, the district will send a team to the Solution Tree’s PLC conference in Madison, WI.</p>
<p>Family Engagement</p>	<p>Authentic Engagement: Authentic family engagement begins with strong communication. During the 2023-2024 academic year, the district will continue to utilize Class Dojo (grades 4K-6) and Remind to consistently communicate with families. The district will mail district assessment results to families three times throughout the year and will mail grade updates to families eight times throughout the year. The district will utilize Facebook as its primary Social Media Platform to communicate highlights from the district as well as updates on events. The district’s monthly newsletter, the Cardinal Report, will continue to be mailed on a monthly basis to all members of the community. In addition, the district will release an updated website that will provide families and community members with easy access to important information and updates from the district.</p> <p>During the 2023-2024 academic year, South Shore will work to increase opportunities for volunteers to support through on an ongoing basis in the classroom and will continue to provide opportunities for volunteers to support at special events, including chaperoning field trips or supporting the last day of school. In collaboration with administration, the Reading Specialist will plan and coordinate an ELA and/or Math night for families. In addition, the district has several events scheduled throughout the year that intentionally provide ongoing opportunities for regular communication, for families to come into the school, and/or for families to connect with their child(ren)’s teachers. These include:</p> <ul style="list-style-type: none"> ● August: Family & Community Survey, Back to School Open House, Title I Annual Meeting, 7th Grade Orientation ● October: Elementary Corn Maze Trip (4K-6), Parent & Teacher Conferences, Mid-Terms (7-12) ● November: Long Range Planning Committee, Quarter I Report Cards, Fall Co-Curricular Awards Night (7-12) ● December: Winter Concert (4K-12) ● January: Spelling Bee (3-8) ● February: South Shore Ski Trips (3-12) ● March: Spring Parent & Teacher Conferences, Winter Co-Curricular Awards Night (7-12)

	<ul style="list-style-type: none">● April: Long Range Planning Committee● May: DARE Graduation (5th Grade), Spring Concerts (4K-12), South Shore Drama Performance, Senior Awards Night & Open House (Seniors only), Spring Co-Curricular Awards Night, Graduation Ceremony● June: Last Day of School Celebration
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Note: The district will be hosting an Annual Title I Meeting for all families on August 31st, during the District's Open House to ensure families can review the Title I plan and provide input and feedback. This plan will be updated in September, 2023 to reflect family feedback.