



## Schoolwide Plan

A Schoolwide program is a comprehensive school improvement effort designed to elevate the entire educational program of a Title I school. The Schoolwide program option is based on the premise that comprehensive reform strategies — rather than separate, add-on services — are most effective in raising the achievement level of students most at risk of not meeting academic standards. Multiple resources including Title I funds are used to strengthen the academic program in the school for all students and accelerate the progress of students who would otherwise be eligible for Title I Targeted Assistance services.

This document identifies the requirements to operate as a Title I schoolwide program.

**School Name:** Cambridge Primary School

Principal Name: Neil Schiller

Principal Phone and Email Address: 763-691-6502          nschiller@c-ischools.org

Plan Contact (if different from principal): N/A

Contact Phone and Email Address: N/A

**District/Charter Name and Number:** Cambridge-Isanti Schools #0911

Title I Coordinator Name: Jennifer Lake

Phone 763-552-6263

Email: jlake@c-ischools.org

Superintendent/Director Name: Dr. Nate Rudolph

**How will the strategies and staff action specifically strengthen the school's academic program and address the learning needs of all students including but not limited to students at risk of not meeting standards?** [Limit response to 100 words or 600 characters.

Cambridge Primary School will adopt a school-wide academic tier 2 intervention model developed in consultation with our content teams during "What I Need" Time. Title I staff will work with a variety of students, depending on the needs that arise in addition to classroom supports that will be put in place. Students needing extra support in flexible groupings will occur to meet student needs. As research-based interventions are shared, staff will be trained in these interventions. Teachers will be trained in the science of reading. Additionally, all teachers will have training in and access to our new assessment program, Fastbridge. Our team members will be able to create targeted, specific interventions based on the Fastbridge data.

As a Schoolwide program, how will Title I funds be used in ways that are not possible with Targeted Assistance services? [Limit response to 100 words or 600 characters.]

Title I funds will be used to pay the salary of a 1.0 FTE Licensed Interventionist and a non-licensed Instructional Assistant 5.5 hrs/day. 184.5 days/year to work with our teachers and students to support School wide reform strategies and efforts. These Title paid staff will also work with students who continue to need academic support in addition to Tier 1 Instruction and Classwide Interventions. These positions and additional support to both students and staff would not exist without Title funds.

### Stakeholder Engagement

Identify family members, staff representation of all school groups, grade level representatives, curriculum specialists, and stakeholders such as board members and community members, involved in guiding the process for the comprehensive needs assessment or annual evaluation, the development or revision of the plan, and its implementation. Maintain supporting documentation such as meeting agendas, sign-in sheets, meeting minutes or notes which include the questions asked for input and decisions made.

Team Member Name	Role
Neil Schiller	Principal
Kelly Klohs	Teacher – Classroom
Gretchen Sickler	Teacher – Academic Intervention
Trina Godfrey	Academic Coach
Lorie Phillips	Special Education Representative
Molly Grell	Multilingual (EL) Learning Representative
Jamie Meyer	Parent/Family of student at risk of not meeting standards
Jamie Meyer	Member of community being served
Jamie Meyer	Family/Cultural Liaison
Jodi Acker	Social Worker/Counselor
Anne Braun	Behavior Specialist
Patrick Morrow	Assessment/Data Coordinator
Kris Schlichtmann	Instructional Paraprofessional

How are stakeholders involved in the evaluation, planning and implementation process?

Members of the team serve on the Building Instructional Leadership Team (BILT), Student Assistance Team (SAT), Student Support Team (SST) or a member of a grade level Professional Learning Community (PLC). Members of these teams will invest time in developing goals, action steps, and evaluation plans throughout the school year in data retreats/reviews, staff meetings, student centered meetings and PLCs.

## Comprehensive Needs Assessment or Annual Evaluation Summary

Identify the data sources used for each of the five different types of data:

### 1. Student Academic Data: DIBELS & MAP

#### Kindergarten - Fall

DIBELS Letter Naming Fluency 26/151 (17%) met benchmark

#### Kindergarten - Winter

DIBELS Letter Naming Fluency 55/144 (38%) met benchmark

#### Kindergarten - Spring

DIBELS Letter Naming Fluency 80/153 (52%) met benchmark

#### Grade 1 - Fall

DIBELS Word Reading Fluency 45/151 (30%) met benchmark

#### Grade 1 - Winter

DIBELS Word Reading Fluency 65/150 (43%) met benchmark

#### Grade 1 - Spring

DIBELS Word Reading Fluency 73/152 (48%) met benchmark

#### Grade 2 - Fall

DIBELS Oral Reading Fluency 67/173 (39%) met benchmark

#### Grade 2 - Winter

DIBELS Oral Reading Fluency 74/173 (43%) met benchmark

#### Grade 2 - Spring

DIBELS Oral Reading Fluency 85/172 (49%) met benchmark

### **MAP/NWEA:**

#### *Spring 21 - 22: Math*

Median Percentile 43rd

1st to 20th: 29%

21st to 40th: 20%

41st to 60th: 19%

61 to 80th: 21%

greater than 80th: 11%

#### *Spring 22 - 23: Math*

Median Percentile 43rd

1st to 20th: 24%

21st to 40th: 24%

41st to 60th: 26%

61 to 80th: 16%

greater than 80th: 10%

#### *Spring 21 - 22: Reading*

Median Percentile 43rd

1st to 20th: 33%

21st to 40th: 12%

41st to 60th: 24%

61 to 80th: 13%  
greater than 80th: 18%

*Spring 22 - 23 : Reading*

Median Percentile 43rd

1st to 20th: 31%

21st to 40th: 14%

41st to 60th: 20%

61 to 80th: 19%

greater than 80th: 16%

2. Student Non-Academic Data:

School Climate & Consistent Attendance	School Climate (Location: Skyward Offense Referral Report)		Consistent Attendance (Location: Skyward Monthly/Quarterly Report)	
	82% of students will not receive a behavioral referral by the end of the 2022-2023 school year.		80% of students will attend 75% of the time for the 2022-2023 school year.	
	2021-22	2022-23	2021-22	2022-23
School Goal - All Grades	78.8%	Goal: 82% Actual: 352/479 - 73.5% GOAL NOT MET	88.6%	Goal: 92.0% Actual: 461/477 - 96.6% GOAL MET

3. Perception Data: Staff were surveyed at the end of the 2022-23 school year to evaluate the Title 1 program.

The results to each question are as follows:

- The students from my class who attended Title I improved in their reading skills
  - 0% - I don't know
  - 0% - disagree
  - 5.6% - neutral
  - 55.6% - Agree
  - 44.4% - Strongly agree
  - 5.6% Too soon to tell
  
- The students from my class who attended Title I gained confidence in their reading skills.
  - 0% - I don't know
  - 0% - Disagree
  - 5.6% - Neutral
  - 27.8% - Agree
  - 55.6% - Strongly agree
  - 5.6% Too soon to tell
  
- The students from my class who attended Title I enjoyed going to their small group.
  - 5.6% - I don't know
  - 0% - Disagree
  - 0% - Neutral
  - 5.6% - Agree
  - 88.9% - Strongly agree

- The students from my class who attended Title I received services in a timely manner that was consistent.
  - .6% - I don't know
  - 0% - Disagree
  - 0% - Neutral
  - 5.6% - Agree
  - 88.9% - Strongly agree
  
- The Title I Teacher kept me informed of my students' progress.
  - 0% - I don't know
  - 0% -Disagree
  - 0% - Neutral
  - 27.8% - Agree
  - 77.8% - Strongly agree
  
- The Title I Teacher was easy to communicate with, and made changes when/where needed.
  - 0% - I don't know
  - 0% - Disagree
  - 0% - Neutral
  - 11.1% - Agree
  - 88.9% - Strongly agree
  
- Overall Satisfaction
  - 0% - Dissatisfied
  - 0% - Neutral
  - 11.1% -Satisfied
  - 88.9% - Very Satisfied

2. Program, Process, Policy Data:

- Instructional minutes
- Intervention programs
- Student Assistance Team meeting minutes
- BILT meeting minutes

3. Fidelity Data:

What successes were identified?

- We have transitioned to new staff in title, and this transition has been positive. Often there are negative impacts when staff changes, as people learn new roles, but our transition has been seamless.
- Our team of interventionists work well with each other, constantly collaborating.
- The CPS staff reports positive, strong communication from all interventionists.
- SAT meetings were refreshed in 22-23: new facilitator, new system of reporting, and better team input. All staff now report better overall understanding of children's needs and interventions.

What Area(s) of Greatest Need were identified?

1. Creating a schedule that ensures that all students receive core instruction, lunch, recess,

- and necessary interventions that meet their individual needs. As the Science of Reading has moved the focus from individual work groups to more of a blend of whole group and small group instruction, our schedule needs to accommodate the new curriculum.
2. Need to provide professional development and materials in the area of literacy related to the Science of Reading in order for our teachers to make the shift from a balanced literacy approach to a structured literacy approach.
  3. Student Assistance Team (SAT) Refresh
  4. Improve the use and effectiveness of What I Need (WIN) time for differentiation.

**Area of Greatest Need (Priority #1)—**

A Schedule that responds to our needs

**Root Cause(s)** of the need — Children have many individual needs, including special education services, Tier 2 services, ELL focused classes, counseling, enrichment, and behavior breaks. As the Science of Reading has moved the focus from individual small groups to more classwide explicit instruction, we need to be cognizant of the individual student’s need for Tier 2 interventions, and other services that take children out of the classroom. We further need to be thoughtful of how to fit those individual services into the student’s schedule. This will support the continued success of our Tier 2 program and other services.

**Strategy** selected to address the root cause(s) — Thoughtfully craft a building wide schedule that will meet curriculum needs. The Building Leadership Team (BILT) will create a schedule in the spring of ‘23, revisit it prior to the start of the school year in the fall, and then gather input for careful changes as needs arise. Staff will be surveyed at the start of the year to gather success stories and concerns for attention.

**School Match** — Our school has a population of many needs, often changing. Our schedule, and how we deliver education, needs to change in response to student needs. This strategy takes into account that our building is at maximum capacity, that all students have different needs, and that all adults in the school are stakeholders in a successful schedule.

**SMART Goal** — The building-wide schedule, created for the start of the year, will be reassessed in September and April to ensure that we are best meeting the needs of all students. The schedule will change to respond to student needs.

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Create a building-wide schedule for all classes and grades	Principal, BILT, Instructional Coach	full list of all required classes with times required (example: 30 minutes whole class instruction for ELA)	May 2023	August 2023	Daily schedule created
Examine schedule to	Principal, Instructional	copies of building	May 2023	September 2023	Daily schedule slightly modified/improved for

ensure that all interventionist classes, ELL services, sped services, counseling, and other interventions dovetail with whole class instruction	Coach, BILT, Interventionist Team, Sped representative	-wide schedule			all stakeholders
Survey staff for input and reflections, possibly impacting current and future scheduling. Share survey results with BILT	Instructional Coach, Principal	survey	September 2023	October 2023	Participation in survey at least 90%
Respond to survey results through discussions and possibly make changes to schedule	Principal, Instructional Coach, BILT, Interventionist Team, Sped representative	survey results	October 2023	October 2023	Daily schedule may be modified/improved for all stakeholders
Survey staff at year's end to gather input in creating schedule for 2024-2025 school year	Instructional Coach, Principal	survey	April 2024	May 2024	1: Participation in survey at least 90% 2: Create schedule to reflect best practices and building needs

### Annual Evaluation for Strategy #1

Identify the process and measure(s) that will be used to determine:

- the fidelity of implementing the strategy as intended
  - Schedule created and followed
  - All students able to participate in individual services and whole class lessons
  - Surveys twice In the year: September and April
- progress toward achieving the SMART goal of improved outcomes
  - Fluid movement of students in and out of services: tier 2 interventions, ELL, counseling, enrichment, Special Education, , and other programs.

### Area of Greatest Need (Priority #2) —

Shifting from a balanced literacy approach to a structured literacy approach and the need for professional development in the area of literacy related to the Science of Reading

**Root Cause(s) of the need** — *Teachers are in need of training that includes the newest, best reading strategies, including the Science of Reading.*

**School Match** — Briefly explain how the strategy is an appropriate match for the school's needs, student population, capacity and other conditions.

Our ELA teachers are in need of updated training in reading strategies, and need training in our new reading curriculum, Wit and Wisdom. Our former reading curriculum is over ten years old, and many of our teachers were last trained in the outdated Balanced Literacy system. The new training will bring about improved strategies and skills, and in turn, improve literacy test scores.

**SMART Goal** —.Deepen teacher knowledge and understanding of how to apply the concept of reading under the Science of Reading in classroom instruction measured by walkthroughs and teacher observations.

Strategies to Address Priority #2:

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Plan for next steps in the use of LETRS in Tier 2 with Interventionists who have completed the two year training	Literacy Coordinator & Title & ADSIS Teams	Need to set planning dates. LETRS materials	August 2023	Ongoing	Staff trained in LETRS will have a consistent plan for the implementation of LETRS strategies which will result in improved student outcomes
Professional Development for teachers in Cox Campus Structured Literacy	Literacy Coordinator	Teacher registration on Cox Campus website, time to complete assigned modules	July 1, 2023	April 1, 2024	Teachers trained will have updated systems and strategies to apply to improved teaching of reading
Training for Wit & Wisdom- new ELA curriculum pilot	Literacy Coordinator	Coordinate with Wit & Wisdom implementation specialist, training time in August and on professional development days	August 3, 2023	May 2024	Teachers trained will implements Wit & Wisdom with fidelity
Training of Reading Teachers' Top 10 Tools	Literacy Coordinator	Teacher registration on Top 10 Tools, fees paid, time to complete all modules	July 1, 2023	April 1, 2024	Teachers trained will have updated systems and strategies to apply to improved teaching of reading
Ensure that Phonics to Reading in K-2 classrooms are	Literacy Coordinator, Principal,	Walk-through guide, time for walk-through observations	Ongoing	Ongoing	Consistent phonics instruction will result in improved student outcomes



done with fidelity	Academic Coach				
Ensure that Heggerty is done with fidelity	Literacy Coordinator, Principal, Academic Coach	Walk-through guide, time for walk-through observations	Ongoing	Ongoing	Consistent phonemic awareness instruction will result in improved student outcomes

### Cambridge-Isanti Schools Literacy Learning Options

For teachers of: reading, English, intervention, and special education grades K-6

Option	Description
LETRS	Language Essentials for Teachers of Reading and Spelling Suite is comprehensive professional learning designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Developed by Dr. Louisa Moats and leaders in the field of literacy, Lexia LETRS teaches the skills needed to master the foundational and fundamentals of reading and writing instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, and written language.
<a href="#">Reading Teacher's Top 10 Tools</a>	Top 10 Tools is an online comprehensive reading course designed to immerse educators in the science of reading. This course is aligned with IDA Knowledge and Practice Standards (KPS) for Teachers of Reading and is designed to: <ul style="list-style-type: none"> <li>*prepare educators or support personnel to provide evidence-based reading and language arts instruction</li> <li>*prepare educators or support personnel for the KPEERI exam and CERI certification.</li> <li>*support schools in the process of building Response to Intervention (RTI) and Multi-Tiered Systems of Support</li> </ul>
<a href="#">Cox Campus Structured Literacy</a>	Structured Literacy K-3 Kindergarten-third grade teachers: <ul style="list-style-type: none"> <li>● Print Awareness, Phonological Awareness, Alphabet Knowledge</li> <li>● Systematic &amp; Explicit Phonics Instruction</li> <li>● Reading Fluency</li> </ul> Fourth & fifth grade teachers, other teachers who aren't responsible for directly teaching reading: <ul style="list-style-type: none"> <li>● Reading Fluency</li> <li>● Meaningful Read Alouds</li> <li>● Choice of other modules adding up to 2-2.5 hours <ul style="list-style-type: none"> <li>○ Dyslexia</li> <li>○ Systematic and Explicit Phonics Instruction</li> <li>○ Assessing Our Students</li> <li>○ Targeted Small Group Instruction</li> </ul> </li> </ul>

## Wit & Wisdom Implementation Plan

August 3, 2023	Elementary principals, academic coaches, Literacy Coordinator participate in LEAD Wit & Wisdom training
August 14, 2023	All elementary reading teachers, elementary special education teachers who teach reading, elementary ELL teachers, academic coaches, Literacy Coordinator participate in Wit & Wisdom Launch training
August 15, 2023	All elementary reading teachers, elementary special education teachers who teach reading, elementary ELL teachers, academic coaches, Literacy Coordinator participate in Wit & Wisdom Module & Lesson Study training (3 hours) and work with grade level teams planning for first weeks of instruction (3 hours). Teacher and student consumable materials purchased at district level distributed to teachers during afternoon planning time.
August 16, 2023	All primary grades teachers, primary special education teachers who teach reading, academic coaches, Literacy Coordinator participate in Wit & Wisdom Geodes training for three hours.
August 29-30, 2023	All elementary reading teachers work with grade level teams on planning lessons.
Beginning September 20, 2023	Academic coaches and content lead team members will facilitate PLC meeting discussions related to instruction using Wit & Wisdom resources. (i.e. What is going well? What questions do teachers have? What tips do teachers have for each other? How are students responding to instruction?)
October 6, 2023	All elementary reading teachers, elementary special education teachers who teach reading, elementary ELL teachers, academic coaches, Literacy Coordinator participate in Wit & Wisdom Module & Lesson Study training for three hours and work with grade level teams on planning.
October ?, 2023	ELA Content Lead Team meeting to discuss implementation
December 1, 2023	All elementary reading teachers, elementary special education teachers who teach reading, elementary ELL teachers, academic coaches, Literacy Coordinator participate in Wit & Wisdom Module & Lesson Study training for three hours and work with grade level teams on planning.
February 16, 2023	All elementary reading teachers, elementary special education teachers who teach reading, elementary ELL teachers, academic coaches, Literacy Coordinator participate in Wit & Wisdom Module & Lesson Study training for three hours and work with grade level teams on planning.

### Annual Evaluation for Strategy #2

Identify the process and measure(s) that will be used to determine:

- the fidelity of implementing the strategy as intended

Ensure that all teachers enroll and complete training. Throughout the year, conduct walk-throughs to support teachers and ensure fidelity.

- progress toward achieving the SMART goal of improved outcomes  
Students will be assessed at the start, middle, and end of year to check for strengths and areas of growth opportunities

**Area of Greatest Need (Priority #3)**—Student Assistance Team (SAT) Refresh!

Over 40% of our teachers do not fully understand the Student Assistance Team (SAT) process. This limits their participation and the overall success of the problem solving process.

**Root Cause(s)** of the need — Several teachers report that they do not understand what happens after a child’s name is brought to the SAT. There is confusion about who conducts interventions, how interventions need to be documented, and which interventions to use. Also, we may be missing some important voices on the SAT team.

**Strategy** selected to address the root cause(s) —Training, resources,and staff:

- Provide schoolwide training/refresher about SAT and the process
- Create a Menu of Strategies for teachers to implement
- Create a common data sheet for teachers to record data
- Add more key staff to SAT
- inviting Specialists to SAT Review Meetings with Academic Coach.

**School Match** — The SAT team was led by a new facilitator last year, our Academic Coach, as well as another new team member: our School Counselor. These two people collaborated extensively on SAT over the 22-23 year, and recognized that the teachers were in need of a refresher. Staff had misconceptions about the process, the interventions, the timeline, and some seem to show magical thinking, as in “if I bring this child up at SAT, SAT will fix it.” This strategy is a needed and exciting plan for improvement!

**SMART Goal** — During the 2023-24 school year, staff will be trained in a refresher of the SAT process, make best use of the tools for support, and improve student interventions. Data collections will be systematized and part of a consistent timeline, resulting in more effective problem solving and greater student success.

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Create SAT “refresher” presentation	Classroom teachers Interventionists	Slideshow presentation (and time to create)	April 2023	August 2023	Presentation ready to share
Create Menu of strategies and Data Collection Document	Coach & counselor	time to create both	April 2023	August 2023	Menu and Data Document
Train staff: Share presentation, menu, and data collection	Coach & counselor	Menu & Data Document	Sept. 2023	Sept. 2023	Staff will feel confident about SAT referrals and will understand the process.

document					
Review process at initial SAT meetings for the year.	Team teachers	time	October 2023	November 2023	Class lists
Include Specialists (for the first time in recent history): teachers who see every child in school.	Coach and specialists (art, phy ed, music, media)	time	Sept. 2023	May 2024	Specialists
Seek feedback from staff re: menu, data document, understanding of process.	Academic coach, counselor, BILT	survey, time	February 2024	March 2024	Information to apply to upcoming school year
Evaluate all parts of new SAT plan: teaching refresher in Sept., Menu, Data document	Interventionists	time	May 2024	June 2024	Report back to team for action.

### Annual Evaluation for Strategy #3

Identify the process and measure(s) that will be used to determine:  
the fidelity of implementing the strategy as intended

- All action steps (above) completed on time and with quality
  - Teachers adopt and use Data Document to report data for interventions
  - All stakeholders report an understanding of the SAT process.
- 
- progress toward achieving the SMART goal of improved outcomes
    - When surveyed, at least 90% of teachers reporting that they understanding the process of SAT
    - When surveyed, at least 90% of teachers reporting an understanding of possible interventions to use and how to conduct them
    - Intervention data reported for 95% of students referred to SAT

### Area of Greatest Need (Priority #4)— What I Need Time (WIN)

What I Need Structure (WIN Time) - Improve the use and effectiveness of What I Need (WIN) time for differentiation.

Root Cause:

- The disruption of learning during the pandemic resulted in limited opportunities for differentiation.
- Accountability and understanding how WIN time is to be implemented and structured

**Strategy:**

- Understand differentiation and small group - WIN time structure
- Analyzing Data to be sure we are using it to change our instruction and Skill grouping to ensure student growth.
- Explore ways and provide opportunities to strengthen WIN time to meet the needs of all students.

**Resources:**

- Wit & Wisdom extension activities
- Bridges Math Interventions
- Teachers - Special Education, Title, ADSIS, classroom teachers
- LETRS/Science of Reading resources

**Resources:**

- PLC time to look at data and change instruction and skill grouping to ensure student growth

**School Match:**

- The strategy is appropriate for the school's needs in that we use WIN time and we need to ensure that students are not missing CORE instruction during WIN time.

**SMART Goal** — Students will receive instruction targeted to their specific skill needs during WIN time, measured by teacher small group plans.

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Master Schedule created to include WIN times for each grade level	Coach, Principal	Schedule	4/2023	5/2023	Master schedule that includes WIN times
Clarify with staff the process for identifying students for tier 2 instruction	Coach, Principal, Interventionists	Clear process that will be shared	8/2023	9/2023	Teachers will understand the specific steps in the process and have a plan for implementation in their classrooms
Students are identified for tier 2 instruction at the beginning of each unit	Interventionists, Classroom Teachers, Coaches	Common formative assessments	9/2023	6/2024	Teachers will create a list of students indicating what instruction they will receive during WIN
Implement differentiation in instruction throughout the grade level during WIN time	Interventionists Classroom Teachers	Instructional resource materials to meet a range of student needs	10/2023	6/2024	Teacher will implement differentiation in instruction throughout the grade level during WIN time

**Annual Evaluation for Strategy #4**

Identify the process and measure(s) that will be used to determine:

- the fidelity of implementing the strategy as intended

Classroom teachers will meet to look through the data and determine the appropriate focus skills, and regularly access performance data to identify teaching points for small group instruction.

- progress toward achieving the SMART goal of improved outcomes

Progress monitoring tools will be used to monitor and adjust as needed.

**BUDGET:**

How is the school using Title 1 funds and any other funds to improve the school program and student outcomes?

Strategy #	Expense Item and Justification (How is this expense related to the strategy?) If a staff position, include the FTE.	Title I, Part A proposed budget amount	Other funding source(s) proposed budget amount
2,3,4	1.0 FTE Title Tier 2 Interventionist	\$ 96,237.87	N/A
2,3,4	Title Paid Instructional Assistant 5.5 hrs/day 184.5 days/yr.	\$ 16,825.67	N/A
1	Tier 2 Interventionist time (salary and benefit assumptions listed above)	listed above	General funds will pay for teacher time outside of contract if needed to develop schedule
4	Tier 2 Interventionist time (salary and benefit assumptions listed above)  Bridges Math expenses including costs of materials and pay for Interventionists outside of contract hours as needed	listed above  TBD	General funds will pay for teacher time outside of contract if needed to plan and implement WIN Time with fidelity
2	Tier 2 Interventionist time (salary and benefit assumptions listed above)	listed above	Title II and general funds will pay for teacher salaries outside of contract hours for professional development opportunities in the Science of Reading held outside of contract hours

**Communication Plan**

Complete the chart below to list how the plan will be communicated to staff, families of students, school board, and community members in a format and language that families can understand?

When will the communication take place	What is the message	Who is the audience	How will it be communicated
August 2023	Share 3 Strategies with staff.	Teachers	Back to school meeting
September 2023	SAT Refresh (training)	Teachers	Faculty & Team Meetings
September 2023	Schoolwide Title	Families/ Community	School website
October 2023	Areas of support for all students	Families	Fall conferences