

Lena Elementary School-School Wide Plan

1. Comprehensive Needs Assessment process including data sources and data analysis. Priority needs to be addressed to improve teaching and learning.
 - a. The Lena Public School Comprehensive Needs assessment consists of two elements. First is the parent survey which is sent out each spring to the elementary parents. The survey was developed using sample surveys from the DPI website. It is reviewed each spring to address any issues that parents identify.
 - b. The second element of the Comprehensive Needs Assessment is a set of summarized data compiled by the district assessment coordinator and the RTI coordinators. Data from the Forward exam is reviewed each spring or fall as the data is made available from the DPI. Data from the STAR Reading, STAR Math, and STAR Early Literacy is reviewed four times each year. The data is used for intervention and enrichment placements.

2. Schoolwide program vision.
 - a. Our goal is to coordinate all support services with our Title 1 program, special education, and EL learners and extend this support to all students. We will support all learners with appropriate interventions. Tier 3 and Tier 2 interventions are priority, but we will try to provide interventions to all students falling below the district set benchmarks which is the 50th percentile. We have in class differentiated instruction, in class support for grades K-5, pullout programs where appropriate, and a summer program for remediation and retention of skills.
 - b. Parents will be kept informed of intervention focuses through the District Newsletter with articles and tips for at home practice and support. Students who are in need of intervention will have letters sent to parents/guardians. Progress reports will be sent to intervention students' parents/guardians. Parent nights such as open house, parent/teacher conferences, and the spaghetti supper along with other activities are held annually to allow for parent and teacher contact.
 - c. Staff development is critical. Ongoing staff development with CESA 8 keeps our staff up to date on all areas of our curriculum. Interventions are chosen that are appropriate based on schoolwide STAR assessment results.

3. Funding sources and multiple resources and how they are utilized to improve student achievement.
 - a. We plan to utilize IDEA flow-through funding as well as district funds to support Title 1 activities. Title 1 monies are used to provide a highly qualified teacher, purchase materials to support Title 1 programming, parent involvement activities, and homelessness help. Title 2 monies are used for highly qualified math and science staff as well as training. Title 3 monies are used to support EL programming. Title 4 monies are used to support STEM and STEAM programming.
 - b. Our local Parent Teacher Organization and Booster Club will help provide funds for parent night activities allowing students to share their learning with their parents. The

local library is situated next door to the school and is used extensively as a resource for the programs. Classrooms utilize parent volunteers to enhance learning opportunities.

4. Informing all relevant stakeholders and engaging them in the improvement process.
 - a. Parents are personally encouraged to become involved in their students education. They are encouraged to share their concerns with their child's education with staff. They are encouraged to volunteer in classroom and field trips. Regular updates and articles are in the newsletter, on the district Facebook page, on the school marquee, and on the school web-site. Information is made available at Open House and parent/teacher conferences as well. A spring parent survey for the elementary is sent home as well.

5. Evaluation design used to measure the effectiveness of the Title 1 schoolwide program.
 - a. Title 1, RTI coordinators, and regular staff meet to evaluate Title 1 programming as part of staff meetings. The Title 1/RTI coordinators meet twice a year to review data and evaluate programming. Suggestions for the program can be made at any time for consideration. Data will be analyzed regularly to identify areas a growth and areas of further need.

6. On-going student progress monitoring and reporting to parents and students.
 - a. All students in grades 1-10 are assessed with STAR Reading and Math four times per year to determine placement for intervention or enrichment. Kindergarten is assessed with STAR Early Literacy. Students in grades 3-10 take the appropriated Forward Exam yearly. Eleventh graders take the ACT or Work Keys exam yearly. Students placed in tiers 1 and 2 interventions are progress monitored monthly. Students placed in tier 3 interventions are progress monitored weekly as mandated by DPI with the RTI plan.