



2021-2022

To

2025-2026

Spence School Improvement Plan

School improvement plans are a catalyst for both alignment and focus. While all schools need goals and plans, those do not need to be exclusively "test output" goals as there are many considerations (head and heart goals) when seeking to positively impact achievement. That said, whether you are focused on academic or "other" goals via your site plan, you should include "measurable" components; this allows for a baseline, or growth, to be measured. Did the action lead to growth? To address that inquiry, it takes some form of measurement.

As the school year progresses, a natural "evolution" occurs; thus, it is perfectly understandable that your school improvement plan will also evolve throughout the year. Each year on June 15th, there should be a "snapshot" of your school improvement plans along with progress placed in the yearly folder for archival purposes. Your new school improvement plan should then begin on June 16th on a new document, but can simply be a continuation of your work.

In the Spring of 2021, Dr. Engel shared the [School District of La Crosse Strategic Plan for Educational Equity](#). This document connects board policy, results policies, and theories of action that lead to closing the achievement gap while raising the achievement for each and every student. The Strategic Plan was then crafted into a [needs assessment](#) that each school can use to monitor their current status and use to develop specific goals aligned to the overall Strategic Plan for Educational Equity.

The link below takes you to a folder where school site plans are housed, so colleagues can learn and grow from each others' great work. The previous year's plans are there for reference and can provide longitudinal data.

[School Improvement Plans](#)

2022-23 [Staff Development Plan](#)

2022-23 [PBIS Implementation Plan](#)

## 2022-23 Goals, Objectives and Intervention Strategies

|   |   |
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| <p>SMARTIE Goal 1:</p> <p><b>Social Emotional Learning (lead by Tara and Katie)</b></p> | <p>Goal Statement:</p> <p>100% of Spence students will be provided a multi-tiered school-wide system of support relating to behavioral and social emotional needs of students connecting to student identified needs and lagging skills as measured by Second Step implementation.</p>  |
| <p>Why was this goal selected?</p>  | <p>Students need support for social, mental, and emotional health. Spence staff have worked in the area of social emotional learning for many years.</p> <p>We recognize that this continues to be an area of focus.</p> <p><a href="#">Educational Equity Strategic Plan Needs Assessment</a></p> <p>Creating an action oriented team will lead to better implementation of the curriculum which will lead to the closing of gaps and increased outcomes for each and every student.</p> |
| <p>Alignment to District Equity Plan (check all that apply)</p>                         | <p><input checked="" type="checkbox"/> Educators <input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Systems of Support <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Community Collaboration</p>   |
| <p>What will change? (<i>specific</i>)</p>  | <p>Our school community will have an SEL team that meets monthly to drive the work of our SEL action plan. Many staff cross over between our SEL and PBIS teams.</p>  |
| <p>For whom? (<i>specific</i>)</p>  | <p>Leadership and staff from both the school and Project Aware grant.</p>   |
| <p>By how much? (<i>specific, measurable, attainable/ambitious</i>)</p>                 | <p>The SEL team will meet every month throughout the school year and will consist of 12 members and each meeting will end with clear action steps to be completed between meetings.</p>   |
| <p>When will the change occur? (<i>specific, measurable, relevant, time-bound</i>)</p>  | <p>Regular meetings will begin in October and continue through June, to be scheduled on the second Tuesday of the month.</p>  |
| <p>How will it be measured?</p>   | <p>Each SEL team meeting will be documented within an agenda/note-taking template that includes the date, members</p>   |

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| <i>(specific, measurable)</i>  | present, agenda items and next steps. This will provide data showing whether we met our goal. |
| How will the process or outcomes address equity and inclusiveness? <i>(inclusive, equitable)</i> |   |

| <b>What is the action plan-Improvement strategy?</b>   | <b>Who is responsible for implementation?</b> | <b>What resources will be needed?</b>   | <b>When will it happen?</b>                                       | <b>Was it successful? (Review of strategy)</b> |
|--|---|---|---|--|
| Write SMARTIE GOALS with SEL LEADERSHIP TEAM   | Resilience Coaches                            | CASEL Rubric, Staff Feedback  | During SEL Leadership Meetings - Once each month during the 22-23 |  |
| Establish and review non-negotiables of Responsive Classroom (Morning Meeting, Break Spot, Threshold Greeting) | All staff members                             | Training and review for staff members on responsive classroom, Staff meeting time to review non-negotiables<br><a href="#">Module</a><br><br>*New staff check in* | On going  |  |
| Creating welcoming system for new students   | SEL Leadership Team                           | Time for planning and meeting with new families   | During the 2022-23 School Year                                    |  |
| Teach Zones of Regulation to all students  | Katie + All Staff                             | School Counseling time to introduce lessons and classroom time to reinforce concepts  | Fall 2022   | Will be ongoing each school year.              |
| School Counseling in all grade level classroom   | Katie   | Time for School Counselor to go into each classroom to teach SEL, Bully Prevention and Safety instruction   | Monthly   | Ongoing  |

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|   |                                    |  |   |   |
| Second Step implementation, taught to fidelity  | All Staff with SEL Leadership Team | Classroom instruction time   | Weekly lessons through March  | Ongoing   |
| Use of High Scope curriculum for Preschool program  | Michelle, Sheri                    | Focus on Plan-Do-Review<br>-Planing time on family days for Michelle and Sheri | Daily   | Ongoing   |
| Family communication about SEL in monthly newsletter items  | Kelsey/Katie                       |  | Monthly   | Will be ongoing   |
| Find ways to utilize Mental Health Liaison  | Kari                               | Tools for supporting students with big feelings                                | Annual refresher  |   |
| Additional supports for students and staff with district collaboration of mental health provider, Barbara Eisenmenger                               | Katie, Kari, Barbara E             |  | Every other Monday  | Ongoing   |
| Student Success Coaches to support staff and students   | Tara, Karla, Barb O, Kari          |  | Coaching cycles, as needed/requested,   | Ongoing   |
| Champions of Learning - Students are grouped into teams that include K-5 students so that we can build community across grade levels and age spans. | K-5 Staff                          | PBIS lesson plans, champions spreadsheet                                       | Every other early release.-Limited based on mitigating risk<br><br>Champions carried forward with the same groups, adding new students and kindergarteners. The lessons had a character-building focus. | Completed for 22-23 school year-early release/quarterly |
| CPI Basics Refreshers for the whole staff   | Kari                               | Resa   | Nov. 4  | Slides shared with staff during a                       |

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|   |   |   |         | professional development |
| Collaborative Problem Solving, Restorative Practices, 3 R's | Tara, Katie, Barb O, Kari at first / eventually whole staff | Time for training and to establish system for Spence to use tools | Monthly | Ongoing                  |
| Mental Health Literacy Training                             | Resilience Coach (Katie)                                    | Training Resources from Tracy Caravella                           | Monthly |                          |

## Notes:

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| SMARTIE Goal 2:<br><br><b>Reading Growth (lead by Karla)</b>       | Goal Statement:<br><br>By the end of the 2022-2023 school year, 80% of Spence Elementary students in grades 1-5 who achieved grade level status in literacy on the beginning of the year iReady Diagnostic assessment (green), will maintain or increase their reading . score (stay green) on the end of year iReady literacy assessment. |
| Why was this goal selected?  | English Language Arts data show the need to focus on reading growth. Priority needs to be on English language arts best practices.   |
| Alignment to District Equity Plan (check all that apply)           | <input type="checkbox"/> _x_ Educators <input checked="" type="checkbox"/> _x_ Curriculum <input checked="" type="checkbox"/> _x_ Systems of Support <input checked="" type="checkbox"/> _x_ Leadership <input type="checkbox"/> _ Community Collaboration   |
| What will change? ( <i>specific</i> )                              | Coaching cycles-Student Success Coaches, Professional Development in best practice, Orton Gillingham for grades Kindergarten through grade 2. Two of three 3rd grade classrooms are beginning to use OG.   |
| For whom? ( <i>specific</i> )                                      | All Staff  |
| By how much? ( <i>specific, measurable, attainable/ambitious</i> ) | Administration will plan and facilitate staff development<br>District will support student success coaches, curriculum development, Angela Freese-Nov, Student Success Coaches-coaching cycles, PLC meetings on 6 day cycle, purposeful planning   |

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|   | Administration meetings with student success coaches  |
| When will the change occur?<br><i>(specific, measurable, relevant, time-bound)</i>                  | Coaching cycles-September 2022-May 2023<br>Professional Development Days  |
| How will it be measured?<br><i>(specific, measurable)</i>   | iReady Data - Karla will print BOY students who were in the green.<br>PLC team readiness<br>Meetings with Student Success Coaches |
| How will the process or outcomes address equity and inclusiveness?<br><i>(inclusive, equitable)</i> | Ensure student success for all students provided by all staff.  |

| <b>What is the action plan-Improvement strategy?</b>   | <b>Who is responsible for implementation?</b>   | <b>What resources will be needed?</b> | <b>When will it happen?</b>                              | <b>Was it successful? (Review of strategy)</b>   |
|--|---|---------------------------------------|--|--|
| Book Room will continue to grow with new books being added and all staff will be encouraged to check out books | Book Room Committee<br>Volunteers (Bertilson, Boge, Fitzgerald, Dunn, Etc)  | Books, money, time,                   | Professional development time, plc times,<br><br>ongoing | Book Room organization is ongoing and will continue through the 22-23 school year.   |
| Orton Gillingham Instruction for students in grade K-3 and other interventions                                 | Kindergarten Teachers (George, Schultz, Wilson)<br>Grade 1 Teachers (Blakstad, Abrahamson, Busch)<br>Grade 2 Teachers (Curtis, Jones, Schmitt)<br>Grade 3 Teachers (Bina, Xiong)<br>Special Education Teacher (Veenstra, Lehmann) | OG resources, time, training          | Summer 2022 training,                                    | OG in kindergarten went well. 1st and 2nd grades are fully implementing OG and two of our 3rd grade classrooms are implementing OG in the 22-23 school year. |

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|  | Title (Boge, Bertilson)<br>ELL (Bernacchi)                          |  |  |   |
| Staff will implement Small Instructional groups  | All Grade Level Teachers, Interventionists, Student Success Coaches | Data,  | 2021-22 school year                        | DRA and iReady Scores improved cas  |
| Interventionists will use Inclusion times to serve students in the regular education classrooms. | Interventionists, Student Success Coaches                           | Grade level resources, data, common planning time for universal instruction. | 2021-2022 during ELA time in the classroom | First-ongoing-EL Second-Title Overall it was successful, for some, at the end of the school year groups left the classroom due to distractions. |
| Plan and utilize weekly plc time to plan reading instruction for all learners                    | Grade level teachers, coaches, interventionists,                    | Monthly agenda and notes in Educlimber                                       | ongoing                                    | It was unsuccessful as most support staff were unable to attend PLCs during PREP.   |
| Coaching cycles in place during ELA times  | coaches   | Grade level resources,   | ongoing                                    | Ongoing   |
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| <p>SMARTIE Goal 3:</p> <p><b>Inclusion Goal (lead by Barb)</b></p>                           | <p>Goal Statement:</p>   |
| <p>Why was this goal selected?</p>   | <p>Equity Focus</p>  |
| <p>Alignment to District Equity Plan<br/>(check all that apply)</p>                          | <p><input type="checkbox"/> Educators <input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Systems of Support <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Community Collaboration</p> |
| <p>What will change? (<i>specific</i>)</p>   | <p>Presume competence</p>  |
| <p>For whom? (<i>specific</i>)</p>   |  |
| <p>By how much? (<i>specific, measurable, attainable/ambitious</i>)</p>                      |  |
| <p>When will the change occur?<br/>(<i>specific, measurable, relevant, time-bound</i>)</p>   |  |
| <p>How will it be measured?<br/>(<i>specific, measurable</i>)</p>                            |  |
| <p>How will the process or outcomes address equity and inclusiveness? (<i>inclusive,</i></p> |  |

|                   |  |
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| <i>equitable)</i> |  |
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| <b>What is the action plan-Improvement strategy?</b>             | <b>Who is responsible for implementation?</b> | <b>What resources will be needed?</b> | <b>When will it happen?</b>   | <b>Was it successful? (Review of strategy)</b> |
|--|---|---------------------------------------|---|--|
| Multiple Intelligence  | Classroom teacher                             |                                       |   |  |
| Inclusion Books  | Classroom teacher                             |                                       | Shared at Nov 4 staff development   |  |
| Sense of Community in classroom/school                           | Classroom teacher                             |                                       | <ul style="list-style-type: none"> <li>Champion group-inclusion lesson</li> </ul> |  |
| Inclusion videos, tips, etc in newsletter                        | Kari  |                                       | MANE Event  |  |
| Inclusion 5-10 minutes   | Barb  |                                       | Staff Meetings  |  |
| Add inclusion info in monthly school newsletter (Give to Kelsey) | Barb/Kari                                     |                                       | monthly   |  |
| In the Loop, Inclusion Practices                                 | Barb/Resa/Heather Stern                       |                                       | weekly  |  |
| Inclusion Book Study   |   |                                       |   |  |
| Differentiation Log  |   |                                       |   |  |
| Presentation at School Board                                     | Barb, Kari, Teacher                           |                                       | May   |  |

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| <p>SMARTIE Goal 4:</p> <p><b>PLC Implementation<br/>(lead by Kari)</b></p>  | <p>Goal Statement:</p>  |
| <p>Why was this goal selected?</p>  |   |
| <p>Alignment to District Equity Plan<br/>(check all that apply)</p>   | <p><input type="checkbox"/> Educators <input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Systems of Support <input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Community Collaboration</p> |
| <p>What will change? (<i>specific</i>)</p>  |   |
| <p>For whom? (<i>specific</i>)</p>  | <p>Grade Level Teams</p>  |
| <p>By how much? (<i>specific,<br/>measurable,<br/>attainable/ambitious</i>)</p>                                     |   |
| <p>When will the change occur?<br/>(<i>specific, measurable, relevant,<br/>time-bound</i>)</p>                      |   |
| <p>How will it be measured?<br/>(<i>specific, measurable</i>)</p>   | <p>Reflection by teams using the strategy implementation guide (PLC Tight, Right, Lite) 3, 2, 1 scoring in fall 22 and spring 23</p>  |
| <p>How will the process or<br/>outcomes address equity and<br/>inclusiveness? (<i>inclusive,<br/>equitable</i>)</p> |   |

| What is the action plan-Improvement strategy? | Who is responsible for implementation? | What resources will be needed? | When will it happen? | Was it successful? (Review of strategy) |
|---|--|--------------------------------|----------------------|---|
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### Section 3: Overall 5-year plan (building)

Progress towards equity is on-going. This page serves as a yearly summary of the progress towards the instructional priorities and foundational themes. In each column of this section, state a goal and briefly describe progress towards achieving that goal.

| Year    |                |     |  |  |  |
|---------|----------------|-----|--|--|--|
| 2021-22 | Reading Growth | SEL |  |  |  |

|         |   |  |           |                    |  |
|---------|---|--|-----------|--------------------|--|
|         | *OG<br>*Best Practices  | *Staff<br>*Students  |           |                    |  |
| 2022-23 | Reading<br>*OG through grade 2<br>*Universal<br>*Interception lessons<br>(Barb O) | SEL<br>*2nd Step “Share<br>out”/information for<br>specialists/school<br>support<br>*Maybe a share out at<br>staff meetings -<br>What’s working<br>*Specialist PLC time -<br>2nd Step work | Inclusion | PLC Implementation |  |
| 2023-24 | Curriculum<br>*OG through grade 3<br>*Math-new curriculum                         | SEL  | Inclusion | PLC Implementation |  |
| 2024-25 |   |  |           |                    |  |
| 2025-26 |   |  |           |                    |  |

## Appendix A- Title I Schoolwide Plan Information:

### 1. Comprehensive Needs Assessment:

**BUILDING LEVEL NEEDS ASSESSMENT PROCESS  
FY 2022-2023**

**Name of School: Spence Elementary**  
**Grade Levels Served at this School 4K- Grade 5**

**1. Describe the major steps of the needs assessment process employed at this school to enable data-driven decisions to be made on the priority student academic/other support needs.**

- \*DRA2 assessments in spring in Kindergarten
- \*DRA 2 grades 1-5 given fall and spring - winter if student didn't meet benchmark
- \*DRA2 Progress Monitoring Leveled Passages as needed
- \*PLC meetings with grade levels
- \*iReady Benchmarks 3 times a year in grades 1-5 in reading and math
- \*PAST for grades K-2
- \*PAST for grades 3-5 if the DRA is below a 28
- \*Letter ID & Sound recognition - upper & lower letters for Kindergarten
- \*Numeral recognition to 20 and counting orally to 100 for Kindergarten
- \*Positive Behavioral Intervention Support
- \*Purposeful Planning ½ day meetings for grade level classroom teachers, Title I, EL, SPED and Coach

**2. What were the major sources of district/school/achievement and other data utilized to determine progress made toward attainment of content and performance standards and to pinpoint the extent of "gaps" in student learning as a basis for directing available federal/state/local resources to the highest need areas?**

| <u>District</u> | <u>Schools</u> | <u>Other</u> |
|-----------------|----------------|--------------|
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| *Forward Exam for grades 3-5  |  |  |
| *Writing Prompt - grades 1-5  |  |  |
| *DRA 2 grades K- Spring   |  |  |
| *DRA 2 grades 1-5 given fall and spring - winter if student didn't meet benchmark |  |  |
| *iReady for grades 1-5 3 X year   |  |  |
| *PBIS   |  |  |
| *LLI Benchmark Assessments for Intervention students                              |  |  |
| *DRA2 Leveled Passages for progress monitoring                                    |  |  |
| *PAST Grades K-2  |  |  |
| *PAST for grades 3-5 if DRA is below a 28   |  |  |

**3. What strategies were employed to ensure parents, students, and the total school faculty were kept informed and involved in planning for and delivering support to goals/objectives related to needs assessment?**

- \*Leadership Committee
- \*SMT Committee
- \*SEL Committee
- \*Parent Teacher Conferences
- \*Notes from teachers to parents
- \*Spence Facebook Page
- \*Monthly school newsletter (online)
- \*Staff Meetings
- \*District Data Retreat
- \*School Reading Night
- \*Presented Title I components to PTO Parents
- \*Weekly PLC Meetings (Wednesday)
- \*Facebook Post Updates
- \*PTO

**4. What are the priority student achievement needs identified through the needs assessment process that will be receiving a major focus during the school year 2022-23?**

- \*Universal instruction a priority for Math/ELA in all grades
- \*Continue Tier 2 and Tier 3 for grades 1-5 Reading/Math
- \*Continue collaboration of Title I/ELL/SPED staff
- \*OG
- \*Sunday System
- \*Sound Partners
- \*Inclusion for all grades 4K-5
- \*Embedded weekly planning time with k-5 teachers during their prep time

**2. Schoolwide Reform Strategies**

Based on the information analyzed in the comprehensive needs assessment, goals and strategies were created with stakeholder input to generate the school improvement plan (SIP).

### **3. Instruction by highly qualified teachers**

The School District of La Crosse takes pride in hiring only highly qualified teachers. This means they all are fully trained, certified, and often experienced in the position they teach. Our faculty consistently has a high percentage of advanced degrees, and we do a good job of retaining some of the top staff in the state and the nation. Life events, such as retirement, childbirth, or illness, sometimes cause a need for a long-term substitute teacher. When this happens we always make every effort to hire a highly qualified substitute. All are certified teachers and most are licensed in the area in which they are substituting. In rare cases it may be impossible to find a teacher with a particular certification, such as special education. This may result in the district asking the Wisconsin Department of Public Instruction for an emergency license for such a teacher. If you ever have any questions about the certification of any of our staff, please call Kari Huth, Principal of Spence Elementary at 608-789-7773.

### **4. High quality and on-going professional development**

Staff strategically plan for, access, and utilize professional development aligned to the School Improvement Plan. In addition to options at the building level, staff also participate in district staff development as well as off-site opportunities.

Several Spence staff participated in state and district level Social and Emotional Learning training and implemented various strategies identified as part of the ES3 Grant. In addition our Trauma Informed Care education continued this year with Nicole Milliren at several staff meetings and with direct one to one consultation as needed. Grade level teachers also met 2-3 times a year for half a day to work with the Instructional Coach on strengthening our universal curriculum and utilizing instructional best practices during purposeful planning.

### **5. Strategies to attract high-qualified teachers**

School District of La Crosse Board Policy

## **School District of La Crosse Administrative Policies and Regulations**

5330

### ***PROFESSIONAL STAFF RECRUITING/HIRING***

The School District of La Crosse realizes that a sound educational system cannot be built and maintained without definite procedures for recruitment of personnel.



1. The quality of the educational program in any school system is dependent upon the employment and retention of high caliber professional personnel.
2. All currently employed professional personnel share a common responsibility for the procurement of the type of staff needed. They are expected to help in every way possible and specifically by making the system aware of outstanding prospects at every opportunity.
3. Teacher recruitment is the responsibility of the Director of Human Resources. Principals and Supervisors will assist as needed.
4. Consideration will be given to those applicants seeking permanent rather than temporary employment.
5. All professional personnel selected for employment must be recommended by the superintendent or their designee and approved by the Board of Education.
6. The district will recruit from and encourage applications from all segments of the population.
7. Application forms and hiring practices shall be annually reviewed relative to the employment of minorities.

Reviewed and revised by the Superintendent's Advisory Team: 03/13/13

Board of Education Informed: 03/15/13

#### **6. Strategies to increase parental involvement:**

We are planning for family nights, etc.

#### **7. Plans for assisting preschool children in transition:**

The School District of La Crosse provides a variety of support to students and parents/guardians during the transition from early childhood to Kindergarten. Students with special needs identified between the ages of birth to three and pre-school / 4K are supported via our partnerships with local medical agencies and social services. Our partnership with "Parenting Place" is one example of an established agency in La Crosse that provides counseling services and connects parents/guardians to resources available to support healthy social, physical and academic development for each child. Children identified with special needs are supported by our district's Special Education program.

All pre-school and 4K teachers are equipped with a rubric of skills and standards necessary for Kindergarten readiness. Each early childhood teacher provides a detailed report for Kindergarten teachers to examine associated with each student entering our Kindergarten classrooms. These individual reports provide a plethora of qualitative and quantitative data that serves as a guide for Kindergarten teachers as they support the transition of each

student into the Kindergarten learning environment. All Kindergarten sites host a Kindergarten Open House prior to each school year. The purpose of the open house event is to provide an opportunity for students and parents/guardians to meet and converse with Kindergarten teachers- and other staff- as well as an opportunity to explore the school building and individual classrooms. Finally, the School District of La Crosse invites all early childhood teachers and administrators to our annual, district-wide professional development events. By including our local childcare and pre-school partners in our district's professional development, as it pertains to equity, social justice, best practice and more, we are empowered to speak a common language with our students and families which leads to increased trust and achievement for all students.

### **8. Measures to include teachers in decisions regarding the use of academic assessments.**

Teachers at [Spence Elementary](#) use a variety of informal, formative, and summative assessments to help determine student progress. Teams meet during professional learning communities (PLC's) to make instructional decisions regarding students which may or may not lead to participation in tier 2 or 3 interventions. In addition, Purposeful Planning meetings between grade level staff and our district literacy coach were held 3 times this year.

### **9. Extra support given to students having difficulty mastering proficient and advanced levels of academic achievement.**

A Response to Intervention (RtI) framework is employed to help provide additional assistance to students that have not yet mastered the state standards. The needs for tier 2 and tier 3 outweigh our resource capacity. Therefore, a focus on the universal instruction of tier 1 is an emphasis. However, we have a robust tier 2 and tier 3 inventory. These interventions are categorized by academic areas of concerns. Student Management Teams (SMT) meet to determine the appropriate intervention for a student. These students are progress monitored and the progress is kept in our student information system. Students identified in need work in small intervention or individually to work towards mastery of grade level standards.

There is a focus on school culture. The focus on culture aligns to the emphasis on relationships, safety, engagement, and equity which will lead to the closing of gaps and better overall student outcomes by positively changing the classroom environment. We are a PBIS school. There are coaches in every building that work with their building teams to improve the culture and climate of each school. In addition, Spence is working to build capacity in the area of social and emotional learning with a team of teachers meeting regularly.

### **10. Coordination and Integration of Federal, State and Local Funds and Services**

Title I funds are coordinated to focus on the improvement of students in literacy and math. In partnership and collaboration, special education and ELL funds are used in conjunction with Title I funds to work towards closing the achievement gap, provide assistance to students having difficulty mastering the standards and meeting goals, and provide instructional support to students as needed.