

Goal – 80% of all students will be successful in reading and math.				
Objective(s) – To have a fully implemented common universal 4K-5 grade reading curriculum with scope and sequence so that there is a consistency between and within grade levels to increase reading and math levels in all students.				
SW Components Met - X Research-Based Instruction X Address the Needs of All Children X Increase Learning Time • Highly Qualified Teachers X Ongoing Professional Development • Increase Parent Involvement • Transitions X Additional Assistance to Identified Students X Coordinate Efforts				
Tasks -	Resources	Timeline	Who Is Responsible	Evidence of Success
			Funding	
Utilizing, CCSS ELA and mathematics standards, teachers will understand what kids need to know and be able to do		Ongoing		
Explore best practices for reading instruction for consistency and continuity within and across all grade levels.		Ongoing	Title I	
Evaluate if the appropriate amount of instruction minutes for reading, writing and math instruction are happening on a daily basis. <ul style="list-style-type: none"> • Reading: K-2 90 Minutes, 3-5 60 Minutes Daily • Writing: K-5 40- 60 Minutes Daily • Math: 60 minutes Daily 		Ongoing		
Review usage of Words Their Way <ul style="list-style-type: none"> • Explicit phonics instruction 			Local Funds	
Review ReadyGen materials to identify if phonics is being explicitly taught; do additional materials need to be considered				

Ensure a comprehensive bookroom for grades K-5			Title I	
Explore best practices for EL support and instruction for consistency and continuity within and across all grade levels <ul style="list-style-type: none"> ● EL teacher 		Ongoing		
Ensure the instructional needs of all students are being met <ul style="list-style-type: none"> ● Title I ● SPED services ● students exceeding expectations ● Homelessness ● EL learners ● Behaviors 			Title I Local Funds SPED	
Completion of the RtI center Schoolwide implementation review (SIR) for reading and math		Biannually to show growth or areas still needing to be addressed.		Math SIR Spring 2019
Review writing instruction to ensure CCSS standards are being met		Ongoing	Title I Local Funds	
Explore best practices for writing instruction for consistency and continuity within and across all grade levels			Title I Local Funds	
Continue to review whether or not the need for handwriting instruction is necessary <ul style="list-style-type: none"> ● Handwriting Without Tears 4K-5 				
Create a more comprehensive classroom library for grades K-8		Ongoing		

Utilize common assessments for PreK-5 in reading and math <ul style="list-style-type: none"> ● Benchmark Assessment ● Fastbridge ● Forward Exam ● ACCESS test for EL Students 		Ongoing	Local Funds	
Continue to utilize Math Advantage assessments as necessary for Tier II and III				
Explore updating math curricular materials to ensure CCSS are being met <ul style="list-style-type: none"> ● Address deficits as identified by the state report card at each level 			Title I Local Funds	
Utilize EduClimber for data meetings three times per year			Title I Local Funds	Three times annually (September, January, & May)
Provide substitutes for Title I reading and math staff when teachers are gone.				
Review utilization of intervention block for ELA and math				
Ensure a fully functioning RtI system is in place including: continuing to identify research based interventions for Reading and Math as well as supporting materials for PBIS			Title I Title IV	

CESA 10 Title I Schoolwide Planning

Goal – Provide necessary professional development for all teachers to be highly qualified.				
Objective(s) -				
SW Components Met - • Research-Based Instruction • Address the Needs of All Children • Increase Learning Time X Highly Qualified Teachers • Ongoing Professional Development • Increase Parent Involvement • Transitions • Additional Assistance to Identified Students X Coordinate Efforts				
Tasks -	Resources	Timeline	Who Is Responsible	Evidence of Success
			Funding	
Continue to know and review CCSS for ELA to ensure students are meeting state standards <ul style="list-style-type: none"> • group structures for instruction 				
Continue to know and review CCSS for math to ensure students are meeting state standards group structures for instruction <ul style="list-style-type: none"> • best practices • curriculum review/materials review • PD for new math curricular materials to ensure consistency and continuity across K-12 continuum 		2019	Title IIA	
Continue to know and review new state standards for social studies, etc.		2019-2021	Title IIA	
Continue to know and review CCSS for writing to ensure students are meeting state standards <ul style="list-style-type: none"> • best practices 				
Continue to know and review Next Generation standards for science to ensure students are meeting state standards			Title IIA	

Continue to utilize the CESA 6 model for Educator Effectiveness		Ongoing		
Continue to update pacing guides for all curricular areas as materials are updated		Ongoing		
To fully implement RtI (academic and behavioral) within the K-5 elementary school. <ul style="list-style-type: none"> • Ensure RtI process is fully utilized at all levels including district RtI committee monthly meetings • Continue to develop district-wide PBIS system 			Local Funds	
Review annually with teachers the definition of homelessness, what supports are available to students, and our record keeping requirements	NCHE Posters Clark County Resource Guides	Ongoing	Title I Local Funds	
Review state school report card to identify possible trends and gaps in ELA and Math	CESA 10 possibly	Ongoing		

CESA 10 Title I Schoolwide Planning

Goal –Make Parent and Family Engagement a more integral part of the school.				
Objective(s) – Provide more opportunities for parents to meaningfully participate in their child’s education.				
SW Components Met - • Research-Based Instruction • Address the Needs of All Children • Increase Learning Time • Highly Qualified Teachers • Ongoing Professional Development X Increase Parent Involvement • Transitions • Additional Assistance to Identified Students X Coordinate Efforts				
Tasks -	Resources	Timeline	Who Is Responsible	Evidence of Success
			Funding	
Create a parent/teacher/students compact with input from a parent. Utilize this annually with each student.		Fall, Annually	Title I	
Provide family nights for various purposes: <ul style="list-style-type: none"> • Reading night • Math night 		At least one parent night annually	Title I	October 8, 2018 Superhero Reading Night
Provide parent resources for working with their student. <ul style="list-style-type: none"> • handouts • parent section in library • parent corner 				
Inform parents through multiple means of upcoming events and activities <ul style="list-style-type: none"> District Newsletter Facebook District Website Remind 101 Texts Weekly Classroom Newsletters 				
Hold informational meetings before school begins so parents and students can meet their teachers to begin an ongoing relationship.		Fall, annually		Open House Fall 2018

Hold a book fair before, during, and after school for parents and students.		Fall and Spring Annually		2 times annually
Provide information on district website about CCSS, Title I, RtI, State Report Card, etc.		Ongoing		
Have parents participate in meaningful, decision making ways, i.e. Schoolwide committee, ESSA committee		Ongoing		
Complete a parent survey to assess parent involvement twice a year		Annually		October 2018 February 2019

CESA 10 Title I Schoolwide Planning

Goal – Have transitions in place to assist those students moving from 4K-Kindergarten and from 5 th Grade to 6 th grade.				
Objective(s) – Identify ways of assisting in transitions.				
SW Components Met - • Research-Based Instruction • Address the Needs of All Children • Increase Learning Time • Highly Qualified Teachers • Ongoing Professional Development • Increase Parent Involvement X Transitions • Additional Assistance to Identified Students • Coordinate Efforts				
Tasks -	Resources	Timeline	Who Is Responsible	Evidence of Success
			Funding	
Provide orientation for incoming 6 th grade parents and students in the spring of the year. <ul style="list-style-type: none"> ● 2-3 middle school transition guidance lessons ● Tour of middle school ● ½ day shadow 6th graders ● Brochure sent home at last parent-teacher conferences ● Orientation in fall 		Spring Annually		
Continue to have 4K students visit 5K in the spring of the year.		Spring Annually		
Child Development days are held in the spring of each year for incoming 3 year olds and for 4K/5K who were not previously screened		Spring Annually		March 7, 2019
Continue collaboration with Head Start and Neillsville (dependent upon schedules)		Ongoing		

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