Gegan Elementary School
2023/2024
Comprehensive Needs Assessment

The Comprehensive Needs Assessment (CNA) is used to guide the upcoming school years' decisions. (Example: We complete the CNA in Spring/Summer of 2022 to guide the 22-23 school year's goals and objectives.

- Please use this process as you complete the Comprehensive Needs Assessment [Annual Review for each School Process](#)
- Remember DPI requested we not link in data to these plans but instead have the tables/charts/data live in the plan

Please list the Team Members who worked on the Needs Assessment	Name & Role Ellen VanPay - Principal Lisa Miller - EC/4K SWD Teacher Annika Wickman Gr. 1 Teacher Lindsay Henderson Gr. 2 SWDTeacher Tina Freiburger Gr. 2 Teacher Katie Hagenow Gr. 3 Teacher Laurie Schuelke Gr. 3 Teacher Chao Xiong Gr. 5 Teacher Mike Boutin Gr. 4 Teacher Jamie Parma LRT Nichole Ponzer Literacy Coach Alissa Uridil SWD Teacher Andrea MacDonald Math Coach Amy Moua - EL Teacher Spencer Johnston - Gr. K Teacher

Dates the team met to review, analyze, and summarize the needs assessment data.	May 15, May 30, June 5, Aug. 9 2023

When was input sought from the entire staff and parents?	May 8, 2023, May 25, 2023 Staff Survey May 2023 Parent Survey May 2023

Schoolwide Plan Review (how did it go in the previous school year) Use guiding questions from Annual Review Sheet

Implementation: We implemented as written, but need to work on fidelity of that implementation. The leadership analyzed benchmark data and discussed strategies for growth.

Strengths: SIR and TFI surveys indicate strong systems with high growth in both reading and math. With the development of PTO there was Increased parent involvement (PTO) and engagement with school. Communication between home and school was also strong. Staff perceived improvement in their personal health and wellness.

Leadership Team: The team met at the end of the previous school year to analyze data including reading, math and achievement data as well as survey data and demographic data. Then that data was used to create a comprehensive needs assessment – arriving at strengths and areas of need. Finally the SIP was developed collaboratively in June and August.

Professional Development: occurred throughout the school year in literacy, math and engagement focusing on areas identified in SIP.

Goal Achievement: We did not meet our achievement goal in literacy, but met it in math. We met our growth goal in both literacy and math. We also met our engagement goal.

Parent and Family Engagement (how did it go in the previous school year) Use guiding questions from Annual Review Sheet

Effective Practices: Strong professional learning and RtI. Implementation of Conscious Discipline has also led to greater student engagement.

Changes based on data:
1. Improve tier one instruction with attention to explicit planning practices
2. Improve tier one student behavior (staff consistency in follow through)
3. Improve function of teams leading to increased academic achievement in both reading and math
   a. Prioritization
   b. Planning
   c. Relationships
   d. Communication
   e. Ownership for our students' progress academically and behaviorally

Student Achievement/ Survey Data 22-23

Forward Results/State Mandated Testing:

2022/23 Results	Literacy Results Percent Proficient and Advanced	SWD % Prof and Adv	EL % Prof and Adv	White % Prof and Adv	Hispanic % Prof and Adv	Black % Prof and Adv	2 or More Races % Prof and Adv	Asian % Prof and Adv	Native American% Prof and Adv
Gr. 3	23	0	0	19	4	0	0	0	NA

Gr. 4	36	3	0	27	3	3	3	0	NA
Gr. 5	18	0	0	7	3	0	7	0	NA

District Assessment Data:

	iReady Reading BOY					iReady Reading EOY				
	Above	On	1 GBel.	2 GrBel.	3 Gr Bel.	Above	On	1 GrBel.	2 Gr Bel.	3 Gr Bel.
Gr. K										
Gr. 1	0	9	64	27	0	20	16	60	4	0
Gr. 2	4	4	43	48	0	17	13	50	21	0
Gr. 3	4	24	28	28	16	36	24	24	8	8
Gr. 4	6	6	52	13	23	16	28	38	3	16
Gr. 5	0	11	14	39	36	14	14	21	28	24
Total	**3**	**11**	**40**	**30**	**16**	**20**	**19**	**38**	**13**	**10**
	14		**40**	**46**		**39**		**38**	**23**	

Forward Results/State Mandated Testing

2022/23 Results	Math Results Percent Proficient and Advanced	SWD % Prof and Adv	ML % Prof and Adv	White % Prof and Adv	Hispanic % Prof and Adv	Black % Prof and Adv	2 or More Races % Prof and Adv	Asian % Prof and Adv	Native American% Prof and Adv
Gr. 3	42	8	4	35	4	0	0	4	NA
Gr. 4	52	3	6	30	9	3	3	6	NA
Gr. 5	21	0	0	14	0	0	7	0	NA

	I Ready Math BOY					i Ready Math EOY				
Percent	Above	On	1 GBel.	2 GrBel.	3 Gr Bel.	Above	On	1 GrBel.	2 Gr Bel.	3 Gr Bel.
Gr. K						47	32	21	0	0
Gr. 1	5	0	59	36	0	32	12	56	0	0
Gr. 2	0	0	52	48	0	33	8	46	13	0
Gr. 3	0	4	80	0	16	40	12	36	4	8
Gr. 4	3	23	39	10	26	34	22	25	16	3

Gr. 5	7	15	22	26	30	21	14	31	17	17
Total	3	9	49	23	16	35	18	34	8	5
	12		49	39		53		34	13	

ACCESS Testing Data

Grade	2021 22 ACCESS Prof Level	2022 23 ACCESS Prof Level	Growth
		1.4	
		1.3	
Gr. K		1.8	
	4.1	4.1	0
	2.1	3.4	1.3
Gr. 1	1.2	2.6	1.4
	2.1	2.8	0.7
	2.9	3	0.1
	2.6	3.2	0.6
		3.3	
	2	3	1
Gr. 2	2.2	3.1	0.9
	1.8	1.5	-0.3
	3.3	3.6	0.3
Gr. 3		3.9	
Gr. 4	3.4	4	0.6

	2.4	3.3	0.9
	3.8	5	1.2
	2.9	4	1.1
	2.6	3.7	1.1
		4.8	
	3.5	3.8	0.3
	3.6	5.1	1.5
	4.1	4.5	0.4
Gr. 5	2.4	2.4	0

RTI Center Survey Data

Reading SIR:

SIR Reading Overall Mean

School Year ● 2022-23

SIR Result

4
2
0

3.82
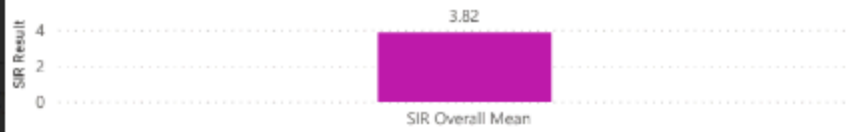
SIR Overall Mean

SIR Reading Universal and Selected/Intensive Mean

School Year ● 2022-23

SIR Result

4
2
0

3.72 — SIR UNI Mean

3.94 — SIR SEL/INT Mean
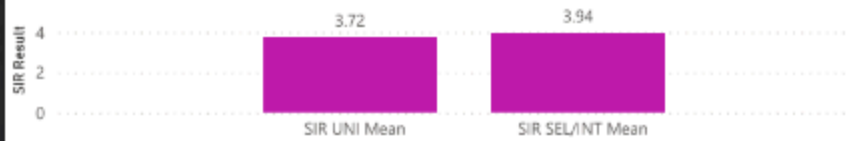
SIR Reading Universal Subscale Mean

School Year ● 2022-23

SIR Result

4
2
0

SIR LOS Mean	SIR FE Mean	SIR SUD UNI ...	SIR CO UNI ...	SIR CRP Mean	SIR HQI UNI ...
4.00	3.80	3.80	3.60	3.60	3.50

SIR Reading Selected/Intensive Subscale Mean

School Year ● 2022-23

SIR Result

4
2
0

SIR SUD SEL/INT Mean	SIR CO SEL/INT Mean	SIR HQI SEL/INT Mean
4.00	3.91	3.88

SIR Aggregate
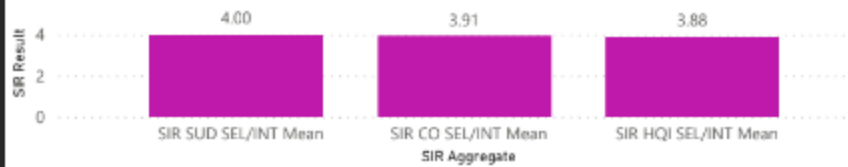
Math SIR:

SIR Math Overall Mean

School Year ● 2022-23

SIR Result

4	
2	3.90
0	

SIR Overall Mean

SIR Math Universal and Selected/Intensive Mean

School Year ● 2022-23

SIR Result

3.72   4.00

SIR UNI Mean   SIR SEL/INT Mean
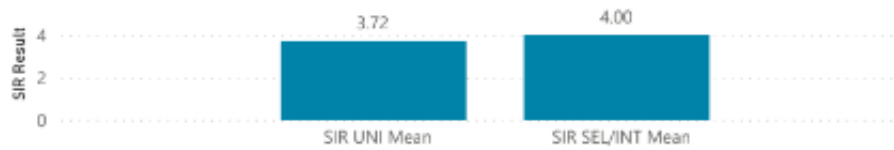
SIR Math Universal Subscale Mean

School Year ● 2022-23

SIR Result

4.00   4.00   3.90   3.90   3.80   3.60

SIR FE Mean   SIR LOS Mean   SIR CRP Mean   SIR SUD UNI ...   SIR CO UNI ...   SIR HQI UNI ...

SIR Math Selected/Intensive Mean

School Year ● 2022-23

SIR Result

4.00   4.00   4.00

SIR CO SEL/INT Mean   SIR HQI SEL/INT Mean   SIR SUD SEL/INT Mean

SIR Aggregate
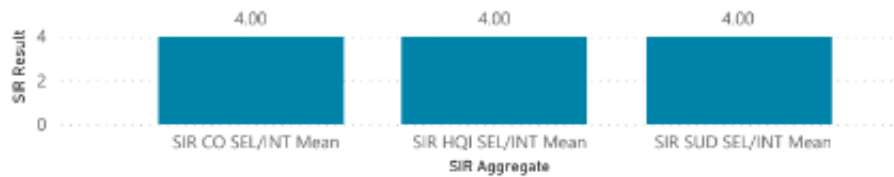
School Demographic Data	
Enrollment	280
Ethnicity	White 49% Hispanic 20% Two or More Races 14% Black 10% Asian 6% American Indian <1%
Poverty	69%
Limited English Proficiency	10%
Students with Disabilities	31%

| Behavior Referral Data
Referrals Summary 2021-22 |
| --- |

ODR and Suspension Risk Ratio:

Three-Year Trend in Risk Ratios

Race/Ethnicity	Minor Referrals			Major Referrals			OSS		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Two or More Races	3.1 to 1	1.7 to 1	1.2 to 1	2.8 to 1	2 to 1	1.5 to 1	2.4 to 1	2.1 to 1	2.2 to 1
Hispanic/Latino	1.3 to 1	0.9 to 1	0.5 to 1	0.8 to 1	0.9 to 1	0.9 to 1	0.4 to 1	0.8 to 1	0.9 to 1
White	1 to 1	1 to 1	1 to 1	1 to 1	1 to 1	1 to 1	1 to 1	1 to 1	1 to 1
American Indian or Alaska Native	0 to 1	3.7 to 1	6.6 to 1	0 to 1	5.2 to 1	4.2 to 1	0 to 1	8.2 to 1	10.4 to 1
Asian	0 to 1	0.9 to 1	0.6 to 1	0 to 1	0 to 1	0.7 to 1	0 to 1	0 to 1	0.5 to 1
Black or African American	0 to 1	1.3 to 1	1.1 to 1	0.4 to 1	2 to 1	0.9 to 1	0.3 to 1	1.6 to 1	0.8 to 1

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PBIS TFI Overall Data:

Gegan Elementary School
Menasha, Wisconsin

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Gegan Elementary School
3/27/2023
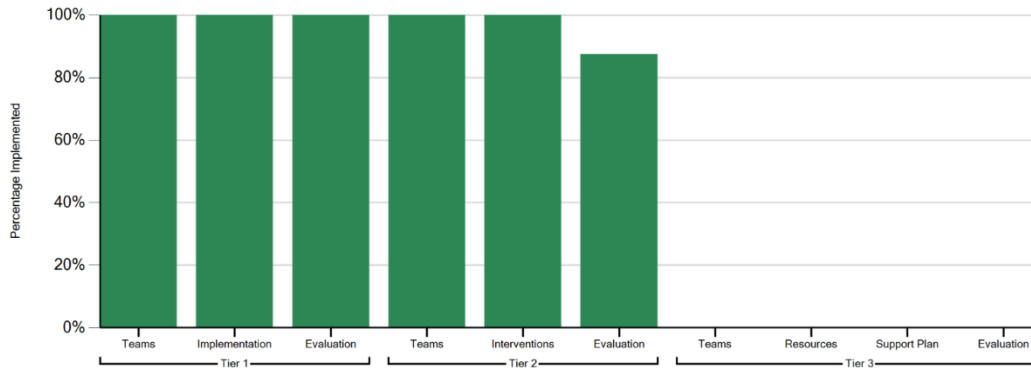
Date Completed	Tier 1			Tier 2			Tier 3			
	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan	Evaluation
3/27/2023	100%	100%	100%	100%	100%	88%	NA	NA	NA	NA

Family Engagement:

Survey Data Spring

Comparison of Parent Survey Data from 2019/2020 to 2022/23

Question	2019/20 Percent Strongly Agree and Agree		2021/22 Percent Strongly Agree and Agree	2022/23 Percent Strongly Agree and Agree
I am welcome at this school	89	88.7	92.9	96.0
My child looks forward to seeing the adults at school	94	100	92.8	96.0
On most days my child enjoys going to school	84.2	94.1	78.6	88.0
The teachers (school staff) care about how my child does at this school	100	100	100	95.8
The adults in the school give my child encouragement	100	100	100	92.0
Overall I am comfortable contacting my child's teachers	100	88.2	100	96.0
The teachers (school staff) help my child learn about how to manage emotions and understand the feelings of others at this school	94.7	94.1	100	91.7
The school has clearly stated expectations for student behavior	84.2	94.1	85.7	92.0
The consequences when students break rules are fair to everyone	57.9	76.5	71.5	52.0
Overall the adults in the school show respect for the students	94.7	100	100	92.0
The school is a safe place for my child	89.5	88.2	85.7	88.0
I feel comfortable advocating for my child	94.7	100	100	96.0
Ethnicity	White 71.4 Latino 4.8 Two or More Races 9.5 Black 4.8 Asian 0 I Don't Want to Share 9.5	White 52.9 Latino 17.6 Two or More Races 0 Black 5.9 Asian 5.9 I Don't Want to Share 17.6	White 71.4 Latino 21.4 Two or More Races 7.1 Black 0 Asian 0 I Don't Want to Share 0	White 68 Latino 4 Two or More 4 Black 4 Asian 4 I Don't Want to Share 16

Staff Survey Question Analysis 2019 - 2023

Area of Focus	Questions	2019/20 %SA &A	2020/21 %SA &A	2021/22 % SA & A	2022/23 %SA &A
Student Achievement	The social and emotional needs of students are being met The academic needs of students are being met Students have access to additional support when needed Student discipline is handled in a consistent manner by all staff	47.8	46.7	57.9	53.4
Engagement	My job is personally satisfying The amount of work I am asked to do is reasonable I would recommend this school to others seeking employment	67.7	71.5	76.2	70.1
Communication	School information is communicated effectively to me I am kept informed about matters important to my work I feel comfortable sharing my ideas and opinions	77.8	80.8	90.5	81.1
Work Environment	I feel safe at work I have the materials and supplies I need to do my job I receive the training I need to do my job effectively I receive meaningful and timely feedback that helps me to improve my performance	87.9	81.1	94.3	86.2
Health and Wellness	I am able to sustain a healthy work-life balance I manage my stress well I get enough sleep	79.8	77.8	68.6	76.5
Culture	Our school operates as a team Our school works hard to find ways to improve I have adequate opportunity to participate in decisions that affect me My co-workers are willing to help me when I have a heavy workload	75.8	84.9	84.3	72.1
Building Leadership	I trust the leadership in my building Building leadership is consistent when implementing policies concerning employees My principal is an effective leader My principal is responsive to concerns of employees	74.8	87.9	81.5	85.2
Role at the building		Teacher 76.7 Para 10 Pupil Services 3.3 Other 10	Teacher 41.8 Para 35.5 Other 22.6	Teacher 69.7% Para 21.2% Pupil Service 3% Other 6.1%	Teacher 56.1 Para 19.5 Pupil Service 7.3 Other 17.1

Overall School-wide Strengths, Areas of Focus & Priorities

Priorities are set as a result of the assessment data collected, RtI School-wide Implementation surveys in both math and literacy

Strengths	Areas of Focus

Reading/Math/Engagement
• High growth in both reading and math
• Increased parent involvement (PTO) and engagement with school
• Communication
• Increased perception of staff health and wellness
• Systems are strong (SIR, TFI)
• Have walkthrough data
	• Low achievement in literacy and math
	• Attendance
	• Tier one must improve
	   ○ Behavior
	   ○ Academics- strengthen universal instruction
	• Improve planning (What, How)
	• Teaming (building relationships; develop structures to help team function more effectively; ability to be vulnerable)

Priorities for School Improvement Efforts
1. Improve tier one instruction with attention to explicit planning practices
2. Improve tier one student behavior (consistency in follow through)
3. Improve function of teams
   f. Prioritization
   g. Planning
   h. Relationships
   i. Communication
   j. Ownership for our students' progress academically and behaviorally
4. Improve Student Attendance

Gegan Continuous School Improvement Plan 2023-24

Team Members	Meeting Dates
Ellen VanPay – Principal Tina Freiburger Gr. 2 Teacher Katie Hagenow Gr. 3 Teacher Mike Boutin Gr. 4 Teacher Jamie Parma LRT Nichole Ponzer Literacy Coach Jenny Cutler, SWD Teacher Alissa Uridil SWD Teacher Andrea MacDonald Math Coach	June 5, Aug. 9, 2023 -

Goal Statement – How we got the data, needs assessment, who we are targeting (subgroups)

Literacy Goal
Achievement Goal: 50% of Gegan students in Gr. 1– 5 will be at or above proficiency as measured by the standard view of iReady Reading by May 2024.
Growth Goal: 70% of Gegan students will make their typical growth goal as measured by iReady Reading Diagnostic Growth by May 2024.
Action Steps: **Instructional Focus**   *Identify your instructional focus(es) here*<ol type="a"> - Daily flexible small group instruction in reading, writing, and phonics/word study. Groups are intentionally planned based on student data. Students are doing the work of the small group, using manipulatives in word study and/or small groups, and are engaging in authentic reading, writing and phonics work in the heart of the workshop.   - Daily lessons follow Units of Study (UOS) to fidelity (based on skills of the lesson, brief, pacing is adhered to). Students demonstrate active engagement (turning and talking and participating in multiple opportunities to respond in lessons). Teachers use generalizable language so that students understand the skill and strategy work as a step by step process. Teachers explicitly teach for transfer by drawing connections across contexts with students.   - Phonics instruction utilizing district resources occurs in the 20–25 minute word study block on a daily basis and small groups in writing and reading workshops provide additional instruction and transfer for students that demonstrate a need.   ➢ Timeline: 2023/2024 school year   ➢ Persons involved: Literacy Coach, LRT, Classroom teachers, Special Education teachers, ML teachers, principal, UCP Coach

- ➢ Data Analysis:
  - ■ I Ready BOY, MOY, EOY
  - ■ Grade level data would include running records, word study assessments, and reading and writing assessments for each grade level as mentioned in 2023-2024 Assessment Calendar and grade level pacing guides
  - ■ Walkthroughs by admin as a form of professional learning and feedback shared with team
    - ● Walkthroughs will emphasize common focus of PL for the month (ex. Evidence of small group planning and note-taking, running records and/or learning progression work, evidence of planning based on goals of the unit, students reading good fit books)
  - ■ Schedules must be up to date on the master so that interventionists, admin and support personnel can better support students
  - ■ Change in practice as an outcome of coaching
  - ■ Schedule to allow for common weekly planning time (what/how) and coaching support
- ➢ Professional Development:
  - ■ BOY professional learning on teaming (co-planning, commitments, forms, hard conversations)
  - ■ Monthly professional learning around unpacking reading units of study K-5
  - ■ Focus on planning minilessons and small groups around major goals of the unit with co-teaching team as well (based on analysis of data)
  - ■ Planning Commitments - Weekly What/How (More detailed How: think in detail about strategies to use when teaching lesson, lessons read prior to planning meeting)

2. *How is RTI utilized, process in building*
  - ❖ Improve RtI structures and accountability for use of those structures across the building (planning, differentiation, small groups)
  - ❖ Students who have been identified as two or more grade levels below will be progress monitored and discussed during regular monthly meetings to determine next steps. Interventionists will provide 1:1 or small group instruction to students based on greatest need (as room allows) based on decisions by administration, LRT and coaches.

- ➢ Grade level meetings will also occur at least once a month in which data for students one grade level below will be analyzed to determine next steps for students during both small groups and independent work time
- ➢ Grade level data would include running records, word study assessments, and reading and writing assessments for each grade level as mentioned in 2023-2024 Assessment Calendar and grade level pacing guides
  - ➢ Timeline: 23/24 school year
  - ➢ Persons involved: Classroom teachers, ML teachers, SpEd teachers, LRT, Literacy Coach, Principal
  - ➢ Data Analysis: At regular intervals (6 - 8 weeks) to analyze student progress and adjust instruction
  - ➢ Professional Development: RtI meetings will occur at intervals defined by the intervention structure in which coaches will pull in teachers to provide PL on implementation expectations and fidelity of implementation

3. *How will you Progress Monitor*
  - ➢ Timeline: throughout the intervention: at the beginning of session, at weekly intervals, and at the end of session
  - ➢ Persons involved: Classroom teachers, SpEd teachers, ML teachers, Literacy Coach, LRT, School Psychologist (Tier 3 only), parents
  - ➢ Data used- *(examples could be: PALS progress monitoring, quick checks, interventions, running records, writing samples, fidelity checks)* Aimslines, running records, phonics assessments, learning progressions (progress monitoring tools as defined by the specific intervention)

4. Assessment
Students will be assessed using the following measurements: *(Examples could be: PALS, MAPS, Wisconsin Forward Exam, DRA2, and Writing on demand assessments)* Students will be assessed using the following measurements: *(Examples could be: I-Ready, Wisconsin Forward Exam, DRA2, Phonics and Word Study Assessments, and Writing on demand assessments)* i-Ready, running records, phonics assessments, unit assessments, learning progressions

  - ➢ Timeline:23/24 school year

➢ Persons Involved: Classroom teachers, SpEd teachers, ML teachers, Literacy Coach, LRT, School Psychologist (Tier 3 only), parents
➢ Professional Development: *(What will you do to insure validity of assessments, trainings provided, etc)* Training in assessments based on the three year professional learning plan, ongoing work on analyzing and utilizing assessment data in team meetings

Math Goal

Achievement:
60% of Gegan students in Gr. K– 5 will be at or above proficiency as measured by the standard view of iReady Math by May 2024.

Growth Goal:
70% of Gegan students will make their typical growth goal as measured by iReady Math Diagnostic Growth by May 2024.

Action Steps:
Instructional Focus– *Identify your instructional focus(es) here*
- ❖ Ensure fidelity of tier one instruction during the Math lesson and Number Corner
  - ➢ Specific planning and prepping for the universal instruction of the math lesson and Number Corner
  - ➢ Explicit structure of all workshop pieces (Number Corner, differentiated small groups, workplaces)
    - ■ Clear expectations and routines taught and followed
    - ■ Ratio of student talk versus teacher talk
      - ● Structures to facilitate student talk, student thinking, and student doing within the lesson.

- ❖ Ensure quality instruction/activities within I-ready
  - ➢ Educators will monitor active engagement in I-ready lessons
  - ➢ Educators will monitor the levels/activities students are working on daily
  - ➢ Game activity will be monitored regularly

- ❖ Provide Professional Development: monthly grade level team meetings as well as PL offered during district and building PL days throughout the school year
  - ➢ Walkthroughs by admin as a form of professional learning (planned and communicated in advance): feedback shared with grade level team (include rubric)
  - ➢ Coaching (at least one cycle per year)
  - ➢ Schedule to allow for common weekly planning time what/how and coaching support
  - ➢ Planning Norms –
    - ■ Weekly What/How (More detailed How: think in detail about strategies to use when teaching lesson, lessons read prior to planning meeting, Number Corner videos previewed prior to planning meeting)
    - ■ Backwards Design PL

  - ➢ Timeline: 23/24 school year
  - ➢ Persons involved: Math Coach, Classroom teachers, Special Education teachers, ML teachers, principal, UCP Coach
  - ➢ Data Analysis:
    - ■ AVMR Oct., Feb. May for target students
    - ■ I Ready Math Sep., Jan. May
    - ■ Bridges Screeners
    - ■ Bridges Unit Post Assessment
    - ■ Bridges Number Corner Checkpoints
    - ■ Number Corner Baseline Assessment
  - ➢ Professional Development: at beginning of the year, and monthly, individual and/or grade level coaching sessions

2. *How is RTI utilized, process in building*
❖ Improve RtI structures and accountability across the building (planning, differentiation, small groups)
➢ Students who have been identified as two or more grade levels below will be progress monitored and discussed during regular monthly meetings to determine next steps. Classroom teachers will provide intervention to students during intervention time; differentiation will also occur during workplaces to allow for small group conferring acceleration.
➢ Grade level meetings will also occur at least once a month in which data for students one grade level below will be analyzed to determine next steps for students during both small groups and independent work time
➢ Tier One grade level data would include Number Corner Baseline Assessments, Bridges Screeners and Post Assessments, checkpoints, and AVMR Assessment for target students

➢ Timeline: 23/24 School year
➢ Persons involved: Classroom teachers, ML Teachers, SpEd Teachers, Math coach, Principal, School Psychologist (Tier 3 only)
➢ Data Analysis: At regular intervals (6-8 weeks) to analyze effectiveness of intervention and adjust instruction
➢ Professional Development: at beginning of session, monthly, and end of session

3. *How will you Progress Monitor*
➢ Timeline: 23/24 school year
➢ Persons involved: Classroom teachers, ML Teachers, SpEd Teachers, Math coach, Principal, School Psychologist (Tier 3 only)
➢ Data used- *(examples could be: Intervention data, AVMR Screenings, Math Screeners and post tests, fidelity checks, walk through observations)*
  ■ AVMR Oct., Feb. May for target students
  ■ I Ready Math Sep., Jan. May
  ■ Bridges Screeners
  ■ Bridges Unit Post Assessment
  ■ Bridges Number Corner Checkpoints

- Number Corner Baseline Assessment

4. Assessment
Students will be assessed using the following measurements: *(Examples could be: I-Ready, Wisconsin Forward Exam, AVMR and Math Screeners and post test)*
- AVMR Oct., Feb. May for target students
- I Ready Math Sep., Jan. May
- Bridges Screeners
- Bridges Unit Post Assessment
- Bridges Number Corner Checkpoints
- Number Corner Baseline Assessment
- ➤ Timeline 23/24 school year
- ➤ Persons Involved: classroom teachers, ML Teachers, SpEd teachers, Math coach, principal
  - ○ Professional Development: *(What will you do to insure validity of assessments, trainings provided, etc)*
    - monthly meetings between coach and teacher, fidelity checks and walkthroughs

Engagement Goal

Communication Goal:
PBIS Tier One and Tier Two data will be shared out monthly with the staff to help make them aware of their progress towards the goal.

Action Steps:
- ❖ Timeline: Aug. 2023 – June 2024
- ❖ Persons involved:
  - ➤ Tier One Committee
  - ➤ Tier Two team
  - ➤ Whole staff

- ❖ Data Analysis: PBIS monthly data and Tier Two intervention data, student survey, family survey
- ❖ Professional Development: Conscious Discipline and PBIS engagement professional learning for staff

Behavioral Engagement Goal: Staff will work to improve their tier one instruction to proactively address student behavior
- So that 80% of Gegan students have zero or one major referral;
- So that no more than 15% of Gegan students will have 2 – 5 major referrals;
- So that no more than 5% of Gegan students will have 6 or more major referrals.

Action Steps:
- ➢ Tier One Team will work throughout the year to emphasize philosophy around minors and Universal Classroom Practices (UCP) self reflection with adult-first changes needed to address lagging skills with fidelity
- ➢ Tier One Team will analyze and share out major and minor data monthly
- ➢ Tier One leaders will develop a procedure to train staff on how to enter referrals to more accurately reflect the antecedent so student lagging skills may be identified and addressed
- ➢ Tier One Team will provide monthly opportunities at staff meetings to analyze classroom data in Educlimber to discover top two students struggling in the classroom and targeting appropriate lagging skills training to each classroom
- ➢ Tier One Team will develop School Family celebrations in response to data trends for staff to implement monthly
- ➢ Staff will intentionally build connections with families, staff/student, and student/student
- ➢ Purposeful multisensory/differentiated instruction (kinesthetic, visual) planning for all parts of the day to increase student's active participation in learning
- ➢ Reference Lagging Skills and How to Teach Document during monthly Engagement Meetings
- ➢ Attendance
  - ○ Teachers will develop a strong classroom community and ensure a meaningful welcome back when students return from an absence
  - ○ Principal and Social Worker will meet weekly to identify and address solutions for student

attendance issues – absent and tardy
- ○ Teachers will make attendance a talking point at PT Conferences
- ○ Attendance will be a focus for monthly parent newsletters
- ○ Celebration of improved attendance will occur at monthly School Family events and on daily announcements
- ○ Targeted acknowledgement of students with chronic attendance concerns (more than 18 days absent)
  - ■ Talking point message
  - ■ Phone call
  - ■ Connect with student (we missed you)
  - ■ Potential family teacher connection (class list discussion)

- ➤ Tier Two Team will work to address student behavior with effective interventions in response to SST meetings that involve teaching lagging skills (could include but not be limited to RtI time)
  - ➤ Timeline: 23/24 school year
  - ➤ Persons involved: Tier One Team, Tier Two Team, entire Gegan staff
  - ➤ Data Analysis: monthly at Tier One & Tier Two meetings, share out at Staff meetings
  - ➤ Professional Development: at monthly staff meetings

Wellness Goal
Wellness Goal: 95% of staff will fully participate in the wellness program to improve their physical and mental health and to reduce insurance premiums.