



Saltonstall School

School Improvement Plan 2019-2020

I. Comprehensive Needs Assessment

- Provide a brief description of the school demographics and any unique programs or characteristics (e.g. ELT, etc.).

Saltonstall K-8 is a small school, (410 students), with a tight knit, caring, community. We are a diverse school, with a multitude of different cultures, ethnicities, and races that combine to create a vibrancy that is embedded throughout the school. We have a number of students with a language-based learning disability who comprise a special education program that serves the district. The school is also unique as it utilizes multi-age classroom configurations in grades 3-8. In grades 3-8 students are placed in multiage homerooms where they remain for 2 years with the same cohort of students and the same teacher. In grades 3 and 4 students travel as a multi-age group to their specialist classes as well as science and social studies. In grades 5-8 students are also placed in multi-age homerooms where they remain for 2 years with the same cohort of students and the same homeroom teacher. Students in grades 5-8 also travel to specialist classes in a multi-age configuration and attend humanities, (English Language Arts and Social Studies), within a multi-age cohort. We utilize the multi-age model to build strong relationships amongst students, teachers, and families. We operate as a K-8 that is like a family expecting our older students to be role models that work with and look out for the needs of their younger school peers. At Saltonstall we strive to meet the needs of all learners through targeted interventions and accelerations paying constant attention to our classroom instruction and how we can create opportunities for students to engage with content in a multitude of modalities. We are striving to use place based, project based, performance, demonstration, service learning and arts integration learning opportunities to engage students in exciting, real world, educational experiences. We also use a portfolio assessment in conjunction with a standards based report card in order to evaluate and assess a child more completely.

- Describe how the comprehensive needs assessment was conducted in an inclusive manner so it involves all members of the school community (including representatives from regular education, special education, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

The needs assessment was informed by the beginning of year “data splash” prepared by the Principal and Assistant Principal and the subsequent student needs analysis undertaken by our staff to identify the specific needs of all our students. The remaining pieces were completed with the collaboration of the school site council that is comprised of parent representatives, faculty representatives, community representatives, as well as the administration. The initial needs assessment was done expressly through the lens of addressing gaps in our data.

II. School Data Profile

Here is a link to our school's data profile:

[Salts Data Profile](#)

[Accountability Info](#)

III. Data Analysis

- Provide a succinct analysis of the data. Be sure to address subgroups in the review.

English Language Arts/Literacy	
Strengths	Aggregate mean SGP grades 3-8 for all students 51.4 = High Growth
Challenges	We were unable to meet the targets for any of our subgroups. The reality we face is achievement for all subgroups slipped below our achievement results for the 18-19 school year. Growth indicators also fell for all subgroups. Just under 50% of students are meeting or exceeding expectations on the MCAS. We are encouraged by the plans laid out in this School Improvement Plan but recognize that the work will be challenging.
Opportunities	We have systematically identified the areas of need and coupled them with highly engaging, accessible curriculum opportunities as described within this School Improvement Plan in order to generate excitement and enthusiasm building more growth opportunities for students.

Mathematics	
Strengths	We are excited to have a math coach and a math team that is ready for the challenges ahead.
Challenges	We were unable to meet the targets for any of our subgroups. The reality we face is that achievement for all subgroups slipped below our achievement results for the 18-19 school year. Growth indicators also fell for all subgroups. Just under 40% of students are meeting or exceeding expectations on the MCAS. We are encouraged by the plans laid out in this School Improvement Plan but recognize that the work will be challenging.
Opportunities	It is clear that as we have systematically identified the areas of need we coupled them with highly engaging accessible curriculum opportunities as described within this School Improvement Plan to generate excitement and enthusiasm to build more growth opportunities.

Science	
Strengths	Our science teachers are equipped with the resources needed to provide engaging curricular experiences that will result in growth for all students.
Challenges	We were unable to meet the targets for any of our subgroups. The reality we face is that achievement for all subgroups slipped below our achievement results for the 18-19 school year. Growth indicators also fell for all subgroups. Just under 40% of students in grade 5 were meeting or exceeding expectations on the MCAS and only 33% of students in grade 8 were meeting or exceeding expectations on the MCAS. We are encouraged by the plans laid out in this SIP but recognize that the work will be challenging.

Opportunities	It is clear that as we have systematically identified the areas of need we coupled them with highly engaging accessible curriculum opportunities as described within this SIP plan to generate excitement and enthusiasm to build more growth opportunities.
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School Culture	
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Strengths	We have invested a great deal of time to update our systems that connect Social Emotional Learning with behavioral supports and a positive school culture for staff and students alike. All of the pieces were in place to begin the 19-20 school year while also allowing for the staff to review and vet our revised core values, vision, norms, and school-wide rules.
Challenges	Last year we faced an unprecedented number of positions requiring long-term substitutes which led to a lack of consistency. Our culture was stretched and faced many challenges but we did not break. We needed to create and maintain systems for student support that provided more equity for students.
Opportunities	The implementation of the structures we have created will be a great opportunity for students and staff to participate in a more equitable school culture.

Attendance	
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Strengths	Overall % of chronic absenteeism down from 13.0 to 11.0 Met targets by decreasing % of chronic absenteeism for all subgroups except Econ. Disadvantaged and EL and former EL who saw slight increases. Students With Disabilities subgroup exceeded their target.
Challenges	Overall % chronically absent still too high at 11.0%
Opportunities	Decrease % chronically absent for all sub-groups, (target 10%), paying particular attention Econ. Disadvantaged and EL/Former EL.

Family & Community Engagement	
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Strengths	We have improved our structures for teaming between our family engagement facilitator, city-connects coordinator, adjustment counselors and front office staff. We have an existing core group of families that are highly engaged at this time.
Challenges	Chronic Absenteeism and connecting with all families in meaningful ways.
Opportunities	Partnering with families around absenteeism, early literacy practices and connecting families to resources in our community as needed.

IV. School Action Plan

- Based on the current comprehensive needs assessment, provide a prioritized list of the targeted areas to be addressed this year in the school-wide plan.

Strategic Objective: Math: Increase student engagement through the following key practices: increased differentiation by utilizing a centers-based approach such as Math Workshop, expanding our knowledge and use of content and academic vocabulary, and incorporating immediate and specific feedback to students.

Action Steps	Lead	Start	Complete
M.1 -Develop a system for sharing trajectories with support staff to facilitate shared teaching. (i.e. shared google folder).	Principal/Assistant Principal Coach	Nov 15, 2019	June 2021
M.2 - Explicitly teach vocabulary (Content and Academic words). Ensure that vocabulary is taught using visuals, gestures, models, etc. In addition, continue to support vocabulary development using accountable talk strategies.	Teachers, Math Coach, ELL coach	Sept 2019	June 2021
M.3 - Integrate regular fluency practice through games and other activities other than timed drills--We need to examine the most current research on best fluency practices.	Teachers, Math Coach	Sept 2019	June 2021
M.4 - Use regularly scheduled data meetings (CPT immediately following assessment cycles) to analyze data to determine strengths and weaknesses, reflect on present practices and develop re-teach plans with all support staff.	Math Coach Classroom Teachers, special education teachers, math tutors	Oct 2019	June 2021
M.5- Collaborate with grade level teams, vertical math team and math coach to maximize the use of math support staff for intervention and acceleration opportunities.	Math Teachers, Math Coach	Oct 2019	June 2021
M.6- Increase student accountability for their own learning by providing specific and timely feedback in order to drive growth. Share relevant feedback and goals with families through on a more frequent basis.	Teachers, coaches	Nov 2019	June 2021
M.7 - Vertically align our teaching strategies--ie--getting rid of little tricks, and promoting meaningful, concept-based strategies. Determine Common language terms in vertical alignment--"renaming & regrouping" etc. We need multiple language terms to describe math concepts but need to know what each other is doing which terminology they use, particularly as students move up through the grades. <i>*Communicate this to all providers, including paras</i>	Math Teachers Math coach, Interventionists, Paras	Oct 2019	June 2021

What data will be used to monitor implementation of this strategic objective?

How often will this data be analyzed, and revisited for gains/decreases?

M.1 - We will create and track the use of the shared google folder

M.2 - We will monitor the implementation of this action step through:

- Interim Assessment Data
- Progress Monitoring tools - I-Ready, ST Math
- Walkthroughs/Instructional Rounds opportunities
- Locally made assessments
- Student work
- Student Portfolio
- Math & ELL Coach observation/review

M.3 - We will monitor the implementation of the fluency practices through planning and observation.

M.4 - We will monitor the implementation of this action step by holding our data meetings after the common assessment. We will analyze the data immediately following the reteach assessments.

M.5 - We will monitor the implementation of this action step by tracking the students who receive interventions/accelerations and their progress.

M6 - This is a practice that we will develop and grow over the course of the school year.

M.7 - We will monitor the implementation of this action step through the creation of a shared document containing the work listed in the action step.

Strategic Objective: Family Engagement: In order to share our love of learning within the Saltonstall community, we are committed to identifying and removing the obstacles to family engagement and increasing the consistency of communication with our families so that we can better understand, educate and support the whole student.

Action Steps	Lead	Start	Complete
<p>FE.1 “This is Saltonstall” brochure/handout that goes to parents and lists ways families can be involved. Include what we value and why. Edit the already existing Alphabet book to include the ‘why’ of what makes these events important. Include a survey for parents about what is getting in the way of engagement. Gather the data early in year to use for the year.</p> <p>Improve communication by promoting more of the reasons why we hold different events. For example: Two weeks prior to events, send out an invitation using the ‘P’ page for Portfolio with photos of families participating to show and explain the value of the event.</p>	ILT/ Parent Outreach	Start of 2019/20 School Year	Completion of the 2019/20 School Year
<p>FE.2 Share with families our school emphasis on educating the whole child, developing social skills and empathy. Explain how we use Responsive Classroom and Caring School Community curriculum to teach social emotional learning.</p>	CSC Trainers J. Tapper J. Richmond-Smith M.Lister E. Rogers	Prepared to share-Back to School Night 9/26/19	Ongoing 2019-2020 School Year
<p>FE.3 Explore technological options for quick communication home, e.g. Remind. Choose a consistent format so that families know what is coming. Use for special events, as well as class notices, etc.</p>	Remind PD-Tech Dept. S. Hammond J. Tapper	Prepared to share-Back to School Night 9/26/19	Ongoing 2019-2020 School Year
<p>FE.4 Start the year with a kick-off event to Connect all families to the resources of Salts, e.g. City Connects, Afterschool Program, Family Engagement coordinator, etc. Host 2 events prior to the school year for new families.</p>	School-wide Prep J. Tapper J. Richmond-Smith P.Shorr N. Edgett S. Hammond	Scaled down version completed in August 2019	First day of school Planning for the 2020/21 school year will be completed by June 2020

What data will be used to monitor implementation of this strategic objective?**How often will this data be analyzed, and revisited for gains/decreases?**

FE.1 - We will monitor this action step through the creation and refinement of our brochure/handbook and how effectively we can share the information.

FE.2 - We will monitor this action step by soliciting feedback.

FE.3 - We will monitor this action step through the expansion of teachers and families using the remind app.

FE.4 - We will monitor this action step through the creation and implementation of the event.

Strategic Objective: ELA - Strengthen and celebrate our students' love of language and communication through an exploration of literature, spoken words, lyrics, and presentations. Improve overall student literacy outcomes through the use of foundational reading skills, effective writing practices, and the use of common language and consistent tools across grade levels that create an iterative learning process for all students.

Action Steps	Lead	Start	Complete
<p>ELA.1 Each team will identify their 5 key learning objectives from the priority standards (e.g. by the end of the year, my students will be able to write a five paragraph informational essay) for both reading and writing based on grade level priority standards. Learning objectives will be assessed in the classroom through a variety of ways, such as projects, writing assignments, shared inquiry, discussions, and journaling. In addition, teachers will be encouraged to find new ways to engage students and families. Our goal is to catch those students who are not fully connecting to language.</p> <p>Examples: Drop Everything and Read, Drop Everything and Write a Story, Book Share Tea, United Way-style gauge of books read by the community, Poetry Slam, Book Chains.</p>	Teachers Coaches	August 2019	December 2019
<p>ELA.2 Align with grade level teams during a designated time in order to create and implement vertical progression of sequential learning objective, from K-8th grade. A continuum will help teachers identify reading and writing weaknesses through multiple years. Reading coaches and interventionists can then use this information for additional support and cross-grade projects.</p>	Teachers Coaches	August 2019	June 2020
<p>ELA.3 Each team will identify the tools that support all learners. Top-down webs, two-column notes, explicit vocabulary instruction, pairing visuals with verbals, will be used universally so that students know their resources and how to use them right from the beginning of each year. These tools will also be utilized across all academic subjects.</p>	Teachers Coaches	August 2019	June 2020
<p>ELA.4 Implement a tiered intervention model that provides support for students to approach end-of-year academic goals. Focus on getting students to LOVE reading and writing. Utilize support staff as needed.</p>	Teachers Coaches, Special Ed, ESL educators	All year as needed	All year as needed

What data will be used to monitor implementation of this strategic objective?**How often will this data be analyzed, and revisited for gains/decreases?**

We will monitor the action steps ELA.1 - ELA.4 using the following regularly scheduled data meetings and content Common Planning Time to create and analyze the items listed below:

- Start a grade-based 'Book Chain' model, encouraging kids to share books
- Student work
- Student Portfolio - ELA.1 This will be evidenced in a variety of methods such as projects, formal/informal SWBAT reach the 5 key learning objectives as identified by the team for both reading and writing assessments, and teacher observations.
- BAS, PALs - ELA.1, ELA.2
- Interim Assessment Data
- Report cards - ELA.1

- School wide book challenge - 2nd and 3rd trimester all grades; school initiative - similar to a United Way feather -- how many books we have read as a school. - ELA.1
- Progress Monitoring tools - Running Records - monthly
- Walkthroughs/Instructional Rounds
- Locally made assessments
- MCAS data

Strategic Objective: Content Studies: Social Studies & Science - In order to increase student engagement in content learning, we are committed to creating meaningful, relevant and joyful learning experiences that foster habits of mind and love of science and social studies.

Action Steps	Lead	Start	Complete
SS.1 Adopt a K-8 science/social studies school-wide theme for the year (i.e., <i>TRANSFORMATION AND CHANGE</i>) with guiding questions at each level.	ILT Members	Sept 2019	June 2020
SS.2 Provide differentiated professional development focused on project-based learning, engaging instructional practices, habits of mind, and backward curriculum design.	Admin and experienced teachers	October 2019	June 2021
SS.3 Provide planning time for instructional teams (grade level, specialists, special education, ESL) to plan interdisciplinary, thematic standards-based projects using the standards in the MA Frameworks in ELA, Math, Science, and Social Studies.	Admin/ILT Members	October 2019	June 2021
SS.4 Teams will identify habits of mind to connect to unit as developmentally appropriate.	Teachers Coaches	October 2019	June 2020
SS.5 Create performance tasks, that are accessible by all learners, to assess content standards, as well as meta-cognition and student interest/engagement.	Teachers Coaches	October 2019	June 2020
SS.6 Connect performance tasks with portfolio presentations.	Teachers Coaches	October 2019	June 2020
SS.7 Create systems that allow specialists of the arts to work with students on classroom-based projects.	Admin/ILT Members	March 2020	June 2020
SS.8 Enact systems that allow specialists of the arts to work with students on classroom-based projects.	Specialists, Classroom Teachers	Year 2	June 2020

What data will be used to monitor implementation of this strategic objective?

How often will this data be analyzed, and revisited for gains/decreases?

We will monitor action steps SS.1 - SS.8 using the following methods:

- District-based common assessments (2-3 times per year, including data cycles)
- Classroom Formative Assessments, including student reflection
- Looking at Student Work Protocols (every 6-8 weeks)
- Portfolio Presentations (January and June)
- Teacher-created Performance Assessments
- Informal observations of student engagement
- Data about parent participation in Portfolio Nights (January and June)
- MCAS Science Data (5th and 8th graders)
- Longitudinal Study over the course of 3-4 years to assess individual student/cohort growth
- Habits of Mind rubric from <https://www.cesvt.net/habits-of-mind/>

Strategic Objective: School Culture - Create a safe, inclusive, academically rich, arts infused, respectful learning environment for all ... everyone is a teacher and everyone is a learner.

Action Steps	Lead	Start	Complete
<p>SC.1 - Develop a shared vision for student support</p> <ul style="list-style-type: none"> ● Refine our core values by Clarifying and reviewing objectives for acknowledging our core values (criteria, acknowledgement). ● Recommit to our core values. ● Develop and make public school-wide rules. ● Connect core values with morning meeting/closing meeting topics. ● Teams identify criteria for meeting core values -- create buy-in for students, communication about learning acknowledgement. 	Culture Team	Sept 2019-	June 2020
<p>SC.2 - Review behavior flow charts and publish updated version</p> <ul style="list-style-type: none"> ● Establish and implement clear procedures for office managed behaviors including the referral process in order to collect behavioral data with fidelity. 	Admin Team	August 2019	August 2019
<p>SC.3 - Implement Caring School Community in conjunction with Responsive Classroom.</p> <ul style="list-style-type: none"> ● Continue to implement Responsive Classroom & identify topics to dive into more deeply during PD ● Share best practices for behavior interventions and classroom management strategies among staff - District Behavior Modules 	Admin Team - All staff	Sept 2019 -	June 2020
<p>SC.4 - Create and share the procedures for how admin or counselors will respond to calls for assistance. How students will re-enter the classroom, (re-entry plans), and the follow-up necessary with all stakeholders.</p>	Admin Team	August 2019	August 2019
<p>SC.5 - Plan first six weeks of school (behavior systems, interactive modeling, morning/closing meetings)</p>	All teachers	August 2019	Sept 2019
<p>SC.6 - Clarify SST referral process and how the team interacts with Special Education, Title I, Math intervention and all other tiered school supports.</p>	City Connects Coordinator and Special Ed team chair	August 2019	Sept 2019
<p>SC.7 - Commit to norms for adult interactions & shared leadership concerning professional environment.</p>	Admin Team	August 2019	November 2019
<p>SC.8 - Continue to implement tiered plan to reduce chronic absenteeism.</p> <ul style="list-style-type: none"> ● Monitor attendance weekly and partner with families to decrease chronic absenteeism. ● Evaluate the systems we have in place to insure that tardy students are tracked and changed to present in Aspen. ● Engage school based SST team to Increase school based outreach and support to families both positive and if necessary directive. Positive outreach to families as students approaching 5 absences. Letter home at Five absences accompanied by a parent meeting. ● Utilize truancy officer if needed 	SST sub group established to increase student attendance	August 2019	June 2019
<p>What data will be used to monitor implementation of this strategic objective? How often will this data be analyzed, and revisited for gains/decreases? We will monitor the action steps through the following:</p> <ul style="list-style-type: none"> ● The action steps within this strategic objective are linked to products that as we create and implement will serve as the first step to collecting better data. ● We will also develop a baseline for for office referrals as we implement a system to track them with fidelity. ● We will also monitor attendance data weekly as a part of our plan to increase student attendance rates. 			

V. Highly Qualified Teachers

Our school strives to hire highly qualified professionals who meet all state requirements for licensure. The District Human Capital Office reviews all credentials to ensure that all new hires meet these requirements. This office also ensures that all paraprofessionals meet NCLB requirements. Waivers are only sought in cases of hardship.

VI. Professional Development Plan

a. District Professional Development Plan

- The district professional development plan has been constructed to support goals in the District Strategic Plan.
 - A 4-day New Teacher Institute was delivered prior to school for all new hires and second year teachers. A comprehensive support plan is in place for follow-up coaching and mentoring.
 - Four days of professional development was held for all returning teachers prior to school.
 - 4 school-based PD days.
- The district hosts a series of ongoing job-alike meetings to ensure that throughout the year we are building the capacity of specialized instructional support staff such as instructional coaches, team chairs, ESL teachers, special educators, paraprofessionals, etc.
- The remaining PD time is available for principals to direct in a way that supports their SIP. See details below.

Here is a link to our School Based Professional Development Plan:

[19-20 PD plan Salts](#)

VII. Teacher Recruitment Strategies

Our school believes that teacher quality is the most important factor in determining student success. Positions are advertised on TalentEd to tap into a large pool of qualified applicants. We convene a committee, conduct interviews. If available, the committee reviews performance data. The committee recommends one or more finalists to the principal. In many instances, applicants are asked to demo a lesson so that we can assess their ability to translate state standards into engaging, rigorous instruction.

VIII. Parent Involvement

Parents serve on the School Site Council acting as a monitoring body for our schools growth and improvement. Communication with parents, through the School Site Council and through updates to the Parent-Teacher Organization will also allow for a consistent monitoring of school improvement. School wide parent meetings will also be held to update on the progress of the plan.

We have a great school community that has a strong core of families involved in a myriad of ways. We believe family engagement means more than attending school events, it is access to information and a clear understanding of how the school works and what we offer to families. However, as our school has changed over the years, we need to be more focused and intentional to ensure that all families, our lower-income families, and our non-English speaking families feel welcomed, engaged in our community and have easy access to information.

Communication will come in the form of All-Calls to the whole community, individual classroom teacher communication structures, and posting important communications electronically on our web-site. During the year, there will be a number of structured opportunities for teachers to interact with families about student achievement: Portfolios (January and June), and report cards (December, April, and June) allow for multiple measures of student progress to be made and to have authentic communication with parents. We will also be incorporating a variety of Title One meetings as another venue to encourage family participation. This information will also be disseminated through our parent newsletter.

We have a full time family engagement facilitator whose primary role is to reach out to parents, ensure that all our families have access to resources at school and can communicate with teachers/administration, and to support community-building initiatives at our school. We also work with the District Parent Information Center to interface with families as needed. The program is reviewed by the PTO and School Site Council and the communication between these groups and the administration helps to ensure that there is a high degree of family involvement at Saltonstall.

IX. Kindergarten Transition Plan (K-5 and K-8 schools only)

Describe plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

In January, the district invites parents to an informational presentation. Representatives from the district explain the kindergarten transition process as well as the expectations for kindergarten. After the presentation there is a question and answer session with principals from each school. In February, parents are welcomed into our school for school tours. A parent representative will take parents and children on a tour of the school. During the tour they visit kindergarten classrooms and are able to speak with a kindergarten teacher. After the tour the principal or assistant principal will meet with parents and answer any questions they may have.

In June, we invite all families to come to a school picnic at Winter Island where they can meet their child's teacher and get to know other families. Also, students will come to school to meet kindergarten teachers, see classrooms and take part in a kindergarten screening. We will send a teacher representative to the district preschool-kindergarten transition meeting. During this meeting teachers will meet with representatives from the various preschool and nursery schools in the district in order to get to know any pertinent information that may be helpful in ensuring a smooth transition for students.

In August, in cooperation with the Peabody Essex Museum, the district welcomes parents and children of incoming kindergarteners to the museum for the Countdown to Kindergarten. Representatives from our school including at least one teacher and the Assistant Principal will attend. There is also an event at the Salem Public Library, "Hooray for Kindergarten" where the principal will be present to welcome families and answer questions. Both of these events are a time for parents and children to visit with each other, meet school personnel, take part in kindergarten activities and games and get excited for the start of school. In conjunction with the PTO we also host a social event for new Kindergarten students and their families at the school in early August.

In September on the first day of school for kindergarten students parents are invited to a breakfast hosted by the PTO to learn about family engagement opportunities and get to know other families in the school.

X. Shared Leadership Practices

Describe structures and practices in place that involve teachers in the decision-making and use of assessment results to improve teaching and learning for all students.

Saltonstall has a shared leadership philosophy that offers an opportunity for teachers to be engaged in decision-making and the overall direction of the school. Teachers are also engaged in the School Site Council that supports the decision-making of the school. Another critical leadership structure that exists is the Instructional Leadership Team made up of a representative from every team. The Instructional Leadership Team helps chart the instructional course for our school as we respond to the needs of our students and families.

XI. Intervention and Supports for Struggling Learners to Achieve Grade-Level Benchmarks (K-5 and K-8 schools only)

Describe structures, staffing models, and practices to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.

We have a number of staff members who explicitly work with our population of students who have been identified as needing additional support. Using a Response to Intervention (RTI) model, we provide a substantial number of Tier 2 and 3 services to students who require additional reading, English language, or special education support. In class (Tier 1) instruction is informed by the use of multiple grade appropriate interim assessments, BAS, and locally made assessment data to adjust our instruction to better fit the individual needs of students and promote academic growth for all students. We are actively moving towards even greater promotion of an inclusive environment within our classrooms that explicitly provides for the needs of all students within their general education setting, with supplemental support from special educators as needed. In addition to those more general, school-wide assessment tools, more specialized assessments are provided for special education students to ascertain their specific needs.

XII. Coordination and integration of federal, state and local services and programs

The school and the district work collaboratively to align resources to the initiatives identified in the School Improvement Plan and the District Strategic Plan. For example, salaries for literacy coaches and reading specialists are paid from a combination of Title I, Title IIA, and district operating funds.