



School Improvement Plans
2023-2024

[James W. Lintott Elementary School](#)
[Orin C. Smith Elementary School](#)
[Chehalis Middle School](#)
[W.F. West High School](#)
[Lewis County Alternative School \(Turning Point\)](#)
[Green Hill Academic School](#)

Building Name: James W. Lintott Elementary

SY 2023–2024 SMARTIE Goal #1: Math Achievement - Students will increase their math performance on the iReady Benchmark Assessments. This will be accomplished through interventions, teacher coaching, and a school-wide focus on the 8 mathematical practices.

- **iReady Benchmarks:** 39% of Students will reach their Stretch Growth Goal for the year.
- **Inclusive/Equitable:** AVID Strategies, UDL, Math Intervention groups

Activities	Timeframe	Lead	Resources	Measures
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What was/ is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>
<p>WHAT:</p> <ul style="list-style-type: none"> ● UDL: Universal Design for Learning. We will “teach to the edges” by designing instructional activities that are accessible to all learners. ● AVID:/ WICOR Strategies- We will use instructional strategies that are both highly engaging and based on brain research. ● Math mindset ● Powerful Teaching & Learning <p>WHO:</p> <ul style="list-style-type: none"> ● ALL Students will receive high-quality instruction ● Teachers will receive Professional Development (Wed. PAWS) ● EdParas will also receive Professional Development (Wed. PAWS) 	<p>WHAT:</p> <ul style="list-style-type: none"> ● AVID/UDL are multi-year initiatives with regular checkpoints throughout. ● UDL Teachers over multiple years will have direct UDL training and reflection 1 x a month from Oct.- May <p>WHEN:</p> <ul style="list-style-type: none"> ● Admin. meets monthly w/ the ESD specialist and SPED staff for progress monitoring purposes. ● Teams will monitor progress monthly ● Fall, Winter & Spring Benchmark Testing 	<p>WHO:</p> <ul style="list-style-type: none"> ● Admin ● ESD Specialists ● Special Education Teachers ● Intervention Specialist <p>WHO ELSE IS INVOLVED:</p> <ul style="list-style-type: none"> ● General Education Teachers ● EdParas 	<p>WHAT RESOURCES:</p> <ul style="list-style-type: none"> ● UDL Lesson Planning Form ● AVID WICOR Strategies ● ESD Specialist Feedback ● SpEd Feedback ● Professional Development for all staff 	<p>WHAT DATA:</p> <ul style="list-style-type: none"> ● iReady Benchmarks (Fall/Winter/Spring) ● Classroom Assessments <ul style="list-style-type: none"> ○ Observational ○ Formative ○ Curriculum-based ● ESD Specialist Feedback

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

- See Appendix A for Funding Information

SY 2023–2024 SMARTIE Goal #2: Reading Achievement - Students will increase their reading performance on the iReady Benchmark Assessments. This will be accomplished through interventions, the use of AVID strategies (note taking- organization), and the continued use of Really Great Reading and Rooted in Reading.

- **iReady Benchmarks:** 48% of Students will reach their Stretch Growth Goal for the year,
- **Inclusive/Equitable: AVID Strategies, UDL, Reading Intervention groups**

Activities	Timeframe	Lead	Resources	Measures
<p><i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What was/ is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>
<p>WHAT:</p> <ul style="list-style-type: none"> • AVID: We will use instructional strategies that are both highly engaging and based on brain research. • Really Great Reading Curriculum: A supplemental curriculum that specializes in helping educators teach the foundational skills that lead to strong decoding and fluent reading. • UDL: Universal Design for Learning. We will “teach to the edges” by designing instructional activities that are accessible to all learners. • Powerful Teaching & Learning <p>WHO:</p> <ul style="list-style-type: none"> • ALL Students will receive high-quality instruction 	<p>WHAT:</p> <ul style="list-style-type: none"> • AVID/UDL are multi-year initiatives with regular checkpoints throughout. • UDL Teachers over multiple years will have direct UDL training and reflection 1 x a month from Oct.- May <p>WHEN:</p> <ul style="list-style-type: none"> • Admin. meets monthly w/ the ESD specialist and Curriculum & Associates staff for progress monitoring purposes. • Teams will monitor progress monthly. • Fall, Winter & Spring Benchmark Testing 	<p>WHO:</p> <ul style="list-style-type: none"> • Admin • ESD Specialist • Curriculum & Associates Staff • Reading Specialist • AVID Site Team <p>WHO ELSE IS INVOLVED:</p> <ul style="list-style-type: none"> • General Education Teachers • EdParas 	<p>WHAT RESOURCES:</p> <ul style="list-style-type: none"> • Really Great Reading Curriculum • AVID WICOR Strategies • ESD Specialist Feedback • Curriculum & Associates Feedback • Professional Development for all staff 	<p>WHAT DATA:</p> <ul style="list-style-type: none"> • iReady Benchmarks (Fall/Winter/Spring) • Really Great Reading (Fall/Winter/Spring) • Classroom Assessments <ul style="list-style-type: none"> ○ Observational ○ Formative ○ Curriculum-based • ESD Specialist Feedback

<ul style="list-style-type: none"> Teachers will receive Professional Development (Wed. PAWS) EdParas will also receive Professional Development 				
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

<ul style="list-style-type: none"> See Appendix A for Funding Information
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SY 2023–2024 SMARTIE Goal #3: SEL(Social Emotional Learning) -

- Students will feel safe, welcomed, and have increased joy in their learning at school. This will be demonstrated in a 15% growth on a student perception survey. Intervention efforts will be based on the CASEL 5 (Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, and Responsible Decision-Making) and Character Strong inventory Tier I and II..
- 15% reduction in the number of students identified as being “at-risk” by the student perception survey given Winter of 2023-2024.

Activities	Timeframe	Lead	Resources	Measures
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What was/ is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>
<p>WHAT:</p> <ul style="list-style-type: none"> CharacterStrong Curriculum: Highly engaging Tier 1 lessons for all students based on the CASEL standards. Morning Meetings: Community-building activities in the classroom to strengthen relationships and a sense of belonging. (School schedule adjusted to give more time in the morning in their gen. ed classroom for morning meetings) Specialist Interventions: Whole class SEL activities to supplement the General Education learning 	<p>WHAT:</p> <ul style="list-style-type: none"> The implementation of a Tier II system is a multi-year process. This year’s focus step is on the student perception survey in the Fall and Winter to inform interventions for individuals, groups, and school wide in each half of the year. <p>WHEN:</p> <ul style="list-style-type: none"> Intervention cycles run from 4-6 weeks After an intervention, the effectiveness will be evaluated and a 	<p>WHO:</p> <ul style="list-style-type: none"> Administration Counselor Behavior Support Staff JLE Discipline Team (Teachers) 	<p>WHAT:</p> <ul style="list-style-type: none"> CASEL 5 Intervention Curriculum De-escalation training- Right Response Character Strong tier I and II 	<p>Measure:</p> <ul style="list-style-type: none"> Student Perception Survey-Winter of 2023-2024 Will be using a Character Strong Tier II survey in the to collect specific information on SEL

<ul style="list-style-type: none"> ● Student Support Team Interventions: Tier 2 Social Groups, Behavior Plans, and Support targeted to students with expressed needs. <p>WHO:</p> <ul style="list-style-type: none"> ● Primary beneficiaries are the students with expressed needs as demonstrated in the screener. ● Secondary beneficiaries are the students and staff who will be more able to focus on Goals 1 and 2. 	<p>student will be either exited or a new intervention will be considered.</p>			
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<ul style="list-style-type: none"> ● See Appendix A for Funding Information

TITLE I, PART A PLAN (SY 2023-2024)-ADDENDUM

Component One: Needs Assessment Summary

Student Populations

1. What key takeaways does your school have about how student groups are performing on the state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

The WSIF data from 2019 suggests that our students with identified disabilities might be performing at a level that is below similarly identified students from across the state.

The data for WAKIDs state assessment shows that students are performing slightly below the state average .

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

We are in the process of transitioning from a segregated model of special services to a more inclusive model. The training began last year and we will carry through the 22-23 school year. Some teachers and paraeducators are still learning about the UDL model of inclusive teaching and the benefit for student growth. This is also the case for our ELL program, the students of which are not target, but near the threshold and at risk. One strength of the ELL program is our partnership with the community which is growing after our transition from COVID lockdown. We continue to build the capacity of our ELL and SpEd support staff as we build the UDL model. JLE also uses WAKIDs assessment data in fall along with a Kindergarten screening assessment that is administered prior to the beginning of the school year. We use the data to determine Kindergarten readiness and to make data informed decisions for success.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

a. What strengths do they possess?

Positive attitude, growth mindset, love of learning,

b. What challenges do they face?

Rigorous academic learning and social skills

c. What are some important relationships in their life?

Family, friends, peers, classroom teachers, paraeducators, administrators, and all support personnel in the building, ie; kitchen and custodial staff

4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two – Identification of Students

a. Please describe how you select students for the program based on multiple criteria e.g., Student Data, Teacher Referral, Previous Placement, etc.

Students are selected based on teacher referrals, benchmark assessment data, classroom data, behavior reports, and “watch list” data from the previous year.

b. Describe the process used to create the rank-order list of students identified to receive services e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.

Reading / Math: IReady Benchmark scores at each grade level identify students who are high- risk and some - risk, in addition, we use data from the Really Great Reading curriculum assessments and progress monitoring assessments to help rank students and identify specific areas of weakness for targeted instruction and intervention services.

Behavior: Students identified by grade-level teams, Counselor, Admin, survey and soon with a universal screener once we determine what is appropriate for the JLE grade levels.

c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?

We use 4-6 week intervention periods to apply specific strategies and determine a student’s readiness for rotating out or further support.

Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day-to-day activities of your school.

There is a high degree of alignment between the vision/equity statement of JLE and the reality of daily life. Students are challenged daily with character development and social skill-building opportunities. Every student is supported with the message that risk-taking is how we learn and that all can achieve. This can be found in school expectations, campaigns, personal interactions, and "I can" learning targets and success criteria during daily academic instruction.

Mission Statement: “With the students as the focus, the school, home and community will provide a safe, supportive and caring environment for learning.”

2. What professional learning and support have you identified that the school’s staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?

Character strong and continued training in AVID

- **UDL – Universal Design for Learning: Teaching to the edges.**
- **AVID – Advancement Via Individual Determination: Expand instructional strategies and habits and aligned with brain research.**
- **Powerful Teaching and Learning: Four Habits, Learning Walks, 4,3,2,1 Rubric for Self-Reflection & identifying powerful teaching.**
- **SEL: CharacterStrong – Tier 1 SEL Instruction and weekly social skills lessons.**
- **Positive Behavior Interventions: De-escalation training for all staff at JLE, Positive reinforcement of behaviors.**
- **Math Improvement Focus: ESD Math Specialists – Training paraeducators and staff in best practices; school-level math coach, District/Building Math Leadership Team**

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

- **iReady Diagnostic Implementation: Strong data is coming in and being used to create intervention groups and inform teaching.**
- **CharacterStrong: All teachers are intentionally building school culture. Reduction in Level 3 behaviors.**
- **MTSS: Teacher confidence and competency in using data to create and teach both academic and social intervention groups for targeted skills.**

4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 - Professional Development

a. How do the opportunities for professional development you plan to provide align with the needs of teachers and paraeducators who work with students who receive targeted assistance?

- **UDL:** This PD instructs teachers and paraeducators in the art of "teaching to the edges." These lessons and activities are designed to be inclusive of all types of learners rather than focus on the average.
- **AVID:** Brain-research-based instructional strategies support the learning of diverse students. When the learning is challenging and engaging, all students of all learning styles and capacities benefit.
- **Math Trainings:** Daniel Kent (ESD113) will provide training for teachers and paraeducators to enhance their math instructional practices. These strategies highly support struggling learners by providing a variety of modes for learning and assessment.
- **iReady Training:** How to pull reports and make informed decisions based on data to create intervention groups and inform teaching practices.

b. How will the professional development activities benefit the students receiving targeted assistance services?

Students identified as "at-risk" or "high-risk," will be provided with stronger instruction and learning opportunities both in the whole classroom and small group settings.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of strength for your school's system of support and how other areas will be strengthened.

- **Academic Strength:** Most classrooms provide engaging and challenging learning experiences
- **Academic Growth Area:** Test scores remain low, especially in Math
- **SEL/Behavior Strength:** Tier 1/3 Programs
- **SEL/Behavior Growth:** Tier 2 Systems, use of screener, application of specific interventions with data collection and analysis

2. How did your school identify these areas of strengths and improvement?

iReady Benchmark Data, Behavior Incident Reports, Classroom Observations

3. How well do school and community systems interact to assure continuity of support for students? Provide at least one example.

This is a growing area. One of the stronger examples is in the process by which students who need mental health support are identified by the school and referred to the WISE program with Cascade Mental Health and other outside groups. The school staff provides brief, intervention-focused support, but then makes the referral when the need becomes demonstrated. Counselors from these community groups meet with students in the safe and familiar environment of the school building.

4. What areas have you identified as areas of strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

The JLE Communication Systems are operating fluidly to notify families of absences, special events, and student progress. We hope to strengthen the partnership by gathering/analyzing feedback from stakeholders and inviting community members into the building as volunteers and participants in learning programs/activities.

5. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Four - Coordination and Transitions

a. How does your targeted assistance program coordinate with core and additional programs in the school?

- **Grade Level Teams / Intervention Specialists** work together to analyze a variety of data, determine needs, and assign students to complementary interventions in light of already applied services.
- **The Child Action Team** reviews concerns for specific students based on the interventions and services already applied and the demonstrated needs of the student for further assistance.

b. How have you aligned your targeted supports to ensure students falling in WSIF-identified student groups are receiving required services to ensure growth and proficiency?

All students have access to social skills groups on a weekly basis, counseling support, and small group interventions.

- SpEd: In addition, to the regular Special Services program, our school-wide initiative to promote UDL expands services and growth opportunities for students with disabilities
- ELL: We have aligned our targeted supports with monthly meetings with the ELL director.

c. How do you support transitions between grade spans?

- Tours of the next building wing and OSE for the student transitioning from 2nd to 3rd grade
- Meet and greet grade-level teachers
- Early Parent Orientation before school starts
- Pink/Blue Cards to transfer key information to the next teacher

d. Are the students in your targeted assistance program able to participate in electives/enrichment time that peak their interest?

All students have equal access to special interest programs and activities. Interventions are scheduled to have the least impact on student academic and elective opportunities.

6. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Five - Parent and Family Engagement

a. How does your parent and family engagement strategy align with your targeted assistance practices and strategies?

- Open House/Math Night - Offers an opportunity for parents, families, and community members to learn about the Title support we provide, as well as engage in math games with their children and staff members.
- Fall/Spring book fair - Offer opportunities for families to engage with staff/school librarians and discuss reading strategies with families.
- WatchDog Program - Opportunity for dads to be role models.
- Fall/Spring Conferences - Meet and discuss students' needs and successes.
- Student Compacts - Teachers meet with families and students to make agreements for roles in student success.

b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

- The presence of community members in the school during school hours
- Feedback from the community in ThoughtExchange results
- Feedback from PTO and other community groups
- Attendance/participation in community outreach events

Component Four: Coordination/Blending and Integration of Schoolwide Funds Matrix

All Title I, Part A Schoolwide programs must include a matrix of the combined blended funds for their schoolwide model.

Basic Education	\$5,232,451.62	<p>Intents/Purposes: To provide all students with instruction aligned to grade specific state standards including intervention and enrichment services as needed.</p> <p>Use of funds to support Intents/Purposes: Basic Education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, textbooks/curriculum, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent engagement.</p>
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Title I, Part A	\$222,162.83	<p>Intents/Purposes: To help students at the greatest risk of not meeting state standards (EALRs), particularly in reading and math.</p> <p>Use of funds to support Intents/Purposes: Funds are combined to support a variety of areas including but not limited to : regular school day educational support programs, additional in-class assistance, small-group pull out, reinforcement of grade specific state standards in reading, math, writing and science; target professional development for instructional staff to raise their level of effectiveness as educators, and parental engagement activities.</p>
Title II, Part A	Budgeted Districtwide	<p>Intents/Purposes: To increase the academic achievement of all students by helping schools improve teacher and principal quality and to ensure that all teachers are highly qualified.</p> <p>Use of funds to support Intents/Purposes: Targeted professional development is provided to principals and teachers as needed to increase the academic achievement of all students and to ensure that all teachers are highly qualified.</p>
Title III	Budgeted Districtwide	<p>Intents/Purposes: To ensure that Limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.</p> <p>Use of funds to support Intents/Purposes: Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</p>
Learning Assistance Program (LAP)	LAP funds will be spent as needed	To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives.
Local Funds	\$1,011,143.22	Local levy revenue may be combined in schoolwide programs. Food service and transportation revenue is not included in this figure.
Total	\$6,465,757.67	

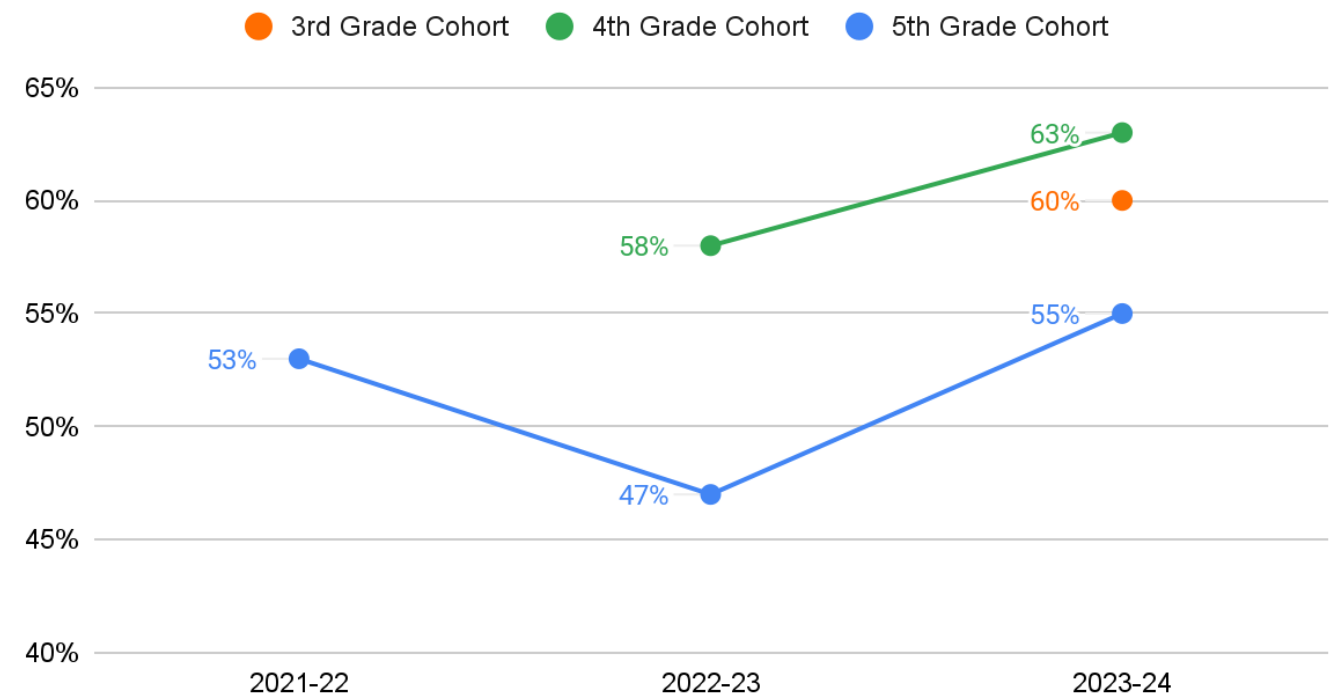
Building Name: **Orin Smith Elementary**

SY 2023–2024 SMARTIE Goal #1: Math Achievement - Students will increase their math performance on spring state assessments and iReady Benchmark Assessments. This will be accomplished through interventions, teacher coaching, and a school-wide focus on math discourse.

- **SBA(C) Math Goal based on Cohort Data:**
 - 3rd Grade: 60% Proficient
 - 4th Grade: 63% Proficient (+5%)
 - 5th Grade: 55% Proficient (+8%)
- **iReady Benchmarks:** 25% of Students will reach their *Stretch Growth Goal for the year

***Stretch Growth:** ambitious, attainable, and accelerated path to grade level for each student based on the fall iReady Benchmark. ([Video](#))

Smarter Balance Cohort Achievement Rates



Activities	Timeframe	Lead	Resources	Measures
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What was/ is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>
<p>Evidence-Based Practice: Data-driven instruction</p> <p>Beneficiary(s): Teachers receive professional learning and support. All students will receive enhanced instruction.</p>	<p>Length: Yearlong</p> <p>Frequency: The majority of the weekly 90-minute early release days are dedicated to data review and response.</p>	<p>Leads: Admin</p> <p>Others:</p> <ul style="list-style-type: none"> ● Team Leaders ● Math Specialist Katie Wildenberg 	<p>Resources:</p> <ul style="list-style-type: none"> ● Data sources on EduClimber, iReady, STAR etc ● Data protocols from AVID Modules 	<p>Assessment Results</p> <ul style="list-style-type: none"> ● iReady Benchmarks ● iReady Standard Mastery Assessments ● Smarter Balance Results ● Classroom Assessments
<p>Evidence-Based Practice: Powerful Teaching and Learning</p> <p>Beneficiary(s): Teachers receive professional learning and support. All students will receive enhanced instruction.</p>	<p>Length: Yearlong</p> <p>Frequency:</p> <ul style="list-style-type: none"> ● 6 Learning Walks ● 4 Staff Meetings ● 8/24 ILT Training Day 	<p>Leads: Instructional Leadership Team (ILT)</p> <p>Others: Admin, Duane Baker</p>	<p>Resources:</p> <ul style="list-style-type: none"> ● Teacher release days ● Sponsor classrooms ● Teaching Rubrics ● Reflection Sheets 	<ul style="list-style-type: none"> ● STAR Report Scores ● Assessment Results
<p>Evidence-Based Practice: AVID-Advancement Via Individual Determination</p> <p>Beneficiary(s): Teachers receive professional learning and support. All students will receive enhanced instruction.</p>	<p>Length: Yearlong</p> <p>Frequency:</p> <ul style="list-style-type: none"> ● 5 AVID Site Team Meetings ● 3 AVID Modules (90min PD) ● 4 AVID Sprinkles (Mini-PD) <ul style="list-style-type: none"> ● 3 CCR Meetings ● Summer Institute (Conference) 	<p>Leads: AVID Site Team</p> <p>Others: AVID-trained teachers</p>	<p>Resources:</p> <ul style="list-style-type: none"> ● WICOR Strategy Materials ● AVID Website Materials 	<ul style="list-style-type: none"> ● CCI: Coaching and Certification Instrument ● Assessment Results
<p>Evidence-Based Practice: Building Thinking Classrooms and Other Math Best Practices</p> <p>Beneficiary(s): Teachers receive professional learning and support. All students will receive enhanced instruction.</p>	<p>Length: Yearlong</p> <p>Frequency:</p> <ul style="list-style-type: none"> ● 6 Visits from Daniel Kent ● 1/25 Building Day Math Focus 	<p>Leads: Katie Wildenberg-Math Specialist</p> <p>Others:</p> <ul style="list-style-type: none"> ● Admin ● Daniel Kent-Math Specialist ESD113 <ul style="list-style-type: none"> ● Math Leadership Team 	<p>Resources:</p> <ul style="list-style-type: none"> ● Whiteboards and markers ● Book study 	<ul style="list-style-type: none"> ● Assessment Results ● Peer Feedback ● Student Feedback
<p>Evidence-Based Practice: Math Curriculum Pilots-Ready Math and Illustrative</p>				
<p>Evidence-Based Practice: UDL-Universal Design for Learning.</p> <p>Beneficiary(s): Teachers receive professional learning and support. Students who are not “in the middle.” i.e. students with learning disabilities or struggles and students who are highly capable or advanced will receive enhanced instruction.</p>	<p>Length: Yearlong</p> <p>Frequency: Integrated throughout</p>	<p>Leads: OSE SpEd Teachers</p> <p>Others:</p> <ul style="list-style-type: none"> ● Admin ● ESD Specialists ● General Ed Teachers ● Marc Simmons 	<p>Resources:</p> <ul style="list-style-type: none"> ● Professional Development ● Collaboration with Peers 	<ul style="list-style-type: none"> ● Assessment Results ● Peer Feedback ● Student Feedback

<p>Evidence-Based Practice: MathMindset-A before-school math support program that makes math engaging through game-based instruction.</p> <p>Beneficiary(s): Students who need extra math support and are available before school</p>	<p>Length: Yearlong</p> <p>Frequency: Every School Day from 7:15-8:15 AM</p>	<p>Leads: Katie Wildenberg</p> <p>Others:</p> <ul style="list-style-type: none"> • OSE EdParas 	<p>Resources:</p> <ul style="list-style-type: none"> • Games • Curriculum • Snacks • Staffing 	<ul style="list-style-type: none"> • Assessment Results • Student Feedback (Pre/Post Survey)
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

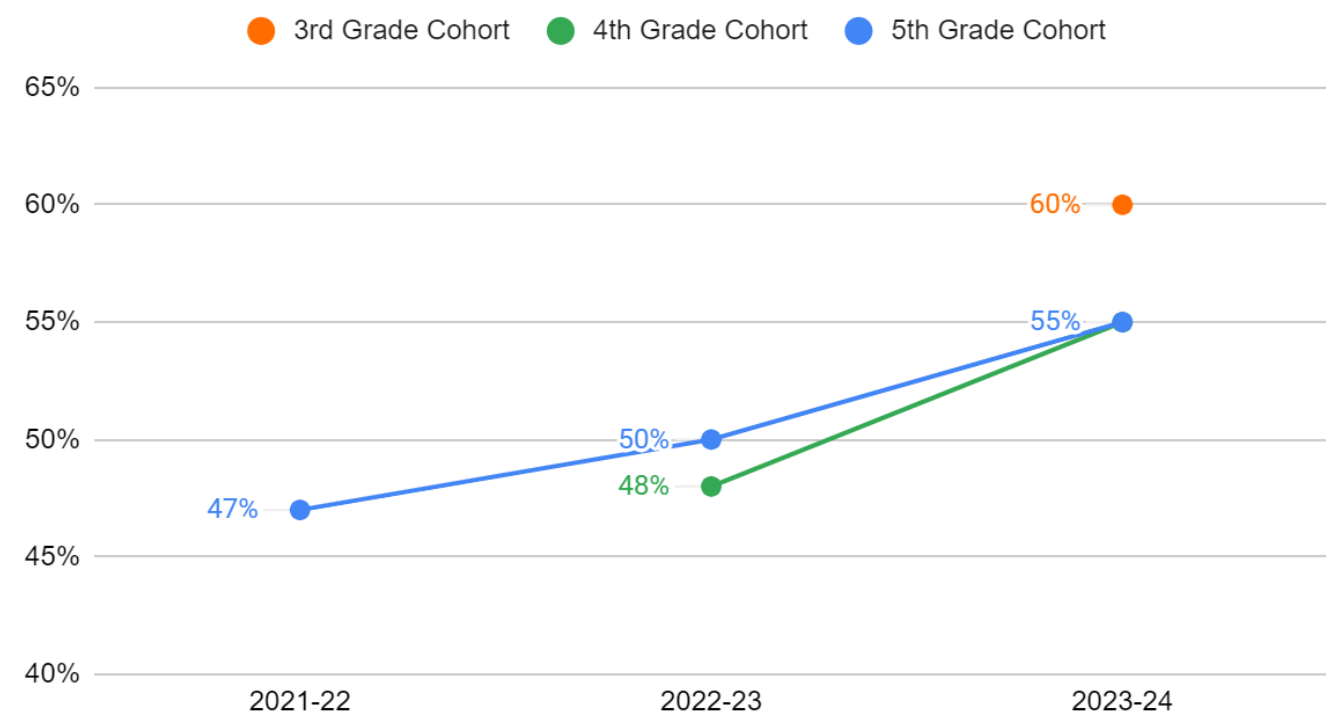
- See Appendix A for Funding Information

SY 2023–2024 SMARTIE Goal #2: Reading Achievement - Students will increase their reading performance on spring state assessments and iReady Benchmark Assessments. This will be accomplished through interventions, the use of AVID strategies (Notetaking), and the implementation of a new reading curriculum.

- **SBA Reading Goal based on Cohort Data:**
 - 3rd Grade: 60% Proficient
 - 4th Grade: 63% Proficient (+5%)
 - 5th Grade: 55% Proficient (+8%)
- **iReady Benchmarks:** 25% of Students will reach their *Stretch Growth Goal for the year

***Stretch Growth:** ambitious, attainable, and accelerated path to grade level for each student based on the fall iReady Benchmark. ([Video](#))

Smarter Balance Cohort Achievement Rates



Activities	Timeframe	Lead	Resources	Measures
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What was/ is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>
<p>Evidence-Based Practice: Data-driven instruction</p> <p>Beneficiary(s): Teachers receive professional learning and support. All students will receive enhanced instruction.</p>	<p>Length: Yearlong</p> <p>Frequency: The majority of the weekly 90-minute early release days are dedicated to data review and response.</p>	<p>Leads: Admin</p> <p>Others:</p> <ul style="list-style-type: none"> ● Team Leaders ● Reading Specialist Missy Crosby ● Cheryl Vance ● Marc Simmons 	<p>Resources:</p> <ul style="list-style-type: none"> ● Data sources on EduClimber, iReady, STAR, etc ● Data protocols from AVID Modules 	<p>Measures (Assessment Results)</p> <ul style="list-style-type: none"> ● iReady Benchmarks ● iReady Standard Mastery Assessments ● Smarter Balanced Results ● Classroom Assessments
<p>Evidence-Based Practice: Powerful Teaching and Learning</p> <p>Beneficiary(s): Teachers receive professional learning and support. All students will receive enhanced instruction.</p>	<p>Length: Yearlong</p> <p>Frequency:</p> <ul style="list-style-type: none"> ● 6 Learning Walks ● 4 Staff Meetings ● 8/24 ILT Training Day 	<p>Leads: Instructional Leadership Team (ILT)</p> <p>Others: Admin, Duane Baker</p>	<p>Resources:</p> <ul style="list-style-type: none"> ● Teacher release days ● Sponsor classrooms ● Teaching Rubrics ● Reflection Sheets 	<p>Measures</p> <ul style="list-style-type: none"> ● STAR Report Scores ● Assessment Results
<p>Evidence-Based Practice: AVID-Advancement Via Individual Determination</p> <p>Beneficiary(s): Teachers receive professional learning and support. All students will receive enhanced instruction.</p>	<p>Length: Yearlong</p> <p>Frequency:</p> <ul style="list-style-type: none"> ● 5 AVID Site Team Meetings ● 3 AVID Modules (90min PD) ● 4 AVID Sprinkles (Mini-PD) <ul style="list-style-type: none"> ● 3 CCR Meetings ● Summer Institute (Conference) 	<p>Leads: AVID Site Team</p> <p>Others: AVID-trained teachers</p>	<p>Resources:</p> <ul style="list-style-type: none"> ● WICOR Strategy Materials ● AVID Website Materials 	<p>Measures</p> <ul style="list-style-type: none"> ● CCI: Coaching and Certification Instrument ● Assessment Results
<p>Evidence-Based Practice: Implementation for New Magnetic Reading Curriculum</p> <p>Beneficiary(s): Students will receive high interest, standard aligned instruction.</p>	<p>Length: Yearlong</p> <p>Frequency:</p> <ul style="list-style-type: none"> ● 8/31 Training-Marc Simmons ● 11/15 Training-Cheryl Vance ● 1/25 Training-Marc Simmons 	<p>Leads: Marc Simmons-Curriculum Associates</p> <p>Others:</p> <ul style="list-style-type: none"> ● Admin ● Cheryl Vance ● Reading Specialist Missy Crosby ● ELA Teachers 	<p>Resources:</p> <ul style="list-style-type: none"> ● Purchased Curriculum Books ● Access to digital materials 	<p>Measures</p> <ul style="list-style-type: none"> ● Assessment Results ● Peer Feedback ● Student Feedback
<p>Evidence-Based Practice: Phonics Instructional Reading Intervention</p> <p>Beneficiary(s): Students below grade level in reading and requiring direct phonics instruction</p>	<p>Length: Yearlong</p> <p>Frequency: Daily</p>	<p>Leads: Lori Romines, Missy Crosby</p> <p>Others:</p> <ul style="list-style-type: none"> ● EdParas ● Nancy Blomdahl ● Kelly Rasmussen ● Randi Gallagher 	<p>Resources:</p> <ul style="list-style-type: none"> ● HD Word: Phonic Program for 3rd grade, used by K-2 ● iReady Phonics 4/5th 	<p>Measures</p> <ul style="list-style-type: none"> ● Phonics Assessment Results ● Assessment Results
<p>Evidence-Based Practice: UDL-Universal Design for Learning.</p> <p>Beneficiary(s): Teachers receive professional learning and support.</p>	<p>Length: Yearlong</p> <p>Frequency: Integrated throughout</p>	<p>Leads: OSE SpEd Teachers</p> <p>Others:</p> <ul style="list-style-type: none"> ● Admin ● ESD Specialists 	<p>Resources:</p> <ul style="list-style-type: none"> ● Professional Development ● Collaboration with Peers 	<p>Measures</p> <ul style="list-style-type: none"> ● Assessment Results ● Peer Feedback ● Student Feedback

Students who are not “in the middle.” i.e. students with learning disabilities or struggles and students who are highly capable or advanced will receive enhanced instruction.		<ul style="list-style-type: none"> General Ed Teachers 		
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

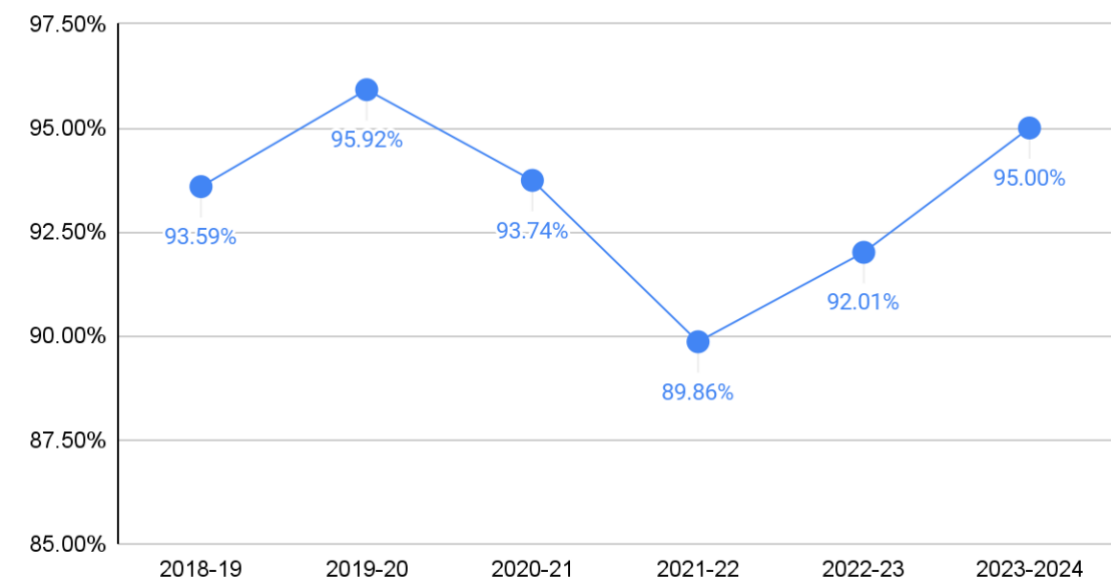
• See Appendix A for Funding Information

SY 2023–2024 SMARTIE Goal #3: SEL (Social Emotional Learning)

Students will feel safer, more welcome, and have increased joy in learning at school. This will be demonstrated by increased overall attendance rates as evidenced by total student days present divided by total possible student days.

Our goal will be to have an attendance rate of 95% for the 2023-24 school year.

Attendance Rates Over Time



Activities	Timeframe	Lead	Resources	Measures
<p>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</p> <p>Who, specifically, will benefit from this practice/activity?</p>	<p>What was/ is the projected length of time of this activity?</p> <p>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</p> <p>Who else will be involved?</p>	<p>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</p>	<p>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</p>

Evidence-Based Practice: CharacterStrong SEL Curriculum Beneficiary(s): All students and teachers	Length: Yearlong Frequency: Daily	Leads: Teachers Others: Supported further by Mika Woodruff, Tom Grunenfelder and Lynn Wakefield	Resources: <ul style="list-style-type: none"> Digital Curriculum On Demand PD 	Measures <ul style="list-style-type: none"> Classroom Observation Behavior Reports Tier 2 Referrals
Evidence-Based Practice: Positive Behavior Rewards Beneficiary(s): All Students	Length: Yearlong Frequency: Daily	Leads: Discipline Team Others: Admin, Thornburgs	Resources: <ul style="list-style-type: none"> Cougar Cards <ul style="list-style-type: none"> Buckets Rewards Assemblies 	Measures <ul style="list-style-type: none"> Cougar Card Submissions Behavior Reports Tier 2 Referrals
Evidence-Based Practice: Restorative Practices Beneficiary(s): Students in conflict	Length: Yearlong Frequency: Daily	Leads: Admin Others: <ul style="list-style-type: none"> EdParas Mental Health Specialist Mika Woodruff 	Resources: <ul style="list-style-type: none"> Talking Pieces Private spaces <ul style="list-style-type: none"> Time Deescalation Training 	Measures <ul style="list-style-type: none"> Behavior Reports Tier 2 Referrals Dunn-Rankin Reward Preference Survey Results
Evidence-Based Practice: Tier 2 Interventions Beneficiary(s): Students demonstrating need for more intensive social-emotional learning.	Length: Yearlong Frequency: Daily	Leads: Child Advisory Team (CAT), SEL Team Others: <ul style="list-style-type: none"> EdParas Mental Health Specialist Mika Woodruff 	Resources: <ul style="list-style-type: none"> Incentives Support staff Intervention Materials Social Groups Check-In/Out 	Measures <ul style="list-style-type: none"> Dunn-Rankin Reward Preference Survey Results Universal Screener Results Teacher Referral Form Intervention progress monitoring

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

- See Appendix A for Funding Information

TITLE I, PART A PLAN (SY 2023-2024)-ADDENDUM

Component One: Needs Assessment Summary

Student Populations

1. What key takeaways does your school have about how student groups are performing on the state (e.g., Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

The WSIF data from 2022 suggests that our students with identified disabilities and English language learners might be performing at a level that is below similarly identified students from across the state.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

- We continue to transition the special education program from a more segregated model to inclusionary practices. Challenges have been transition from school to school, staffing, and paradigm shifts.
- The ELL program has new staff who are learning the processes and procedures to support students. This year, the teachers who host ELL students will collaborate in Communities of Practice; looking at data and intentional instructional practices to target ELL students. They have also built the schedules to serve the program.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

a. What strengths do they possess?

Positive attitude, growth mindset, energetic

b. What challenges do they face?

Persevering with rigorous learning experiences, peers who are still learning social skills, and self confidence.

c. What are some important relationships in their life?

Classroom Teacher, Paraeducators, Peers, Family, and Friends

4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students

a. Please describe how you select students for the program based on multiple criteria e.g., Student Data, Teacher Referral, Previous Placement, etc.

We select students based on teacher referrals, benchmark assessment data, classroom assessment data, SBA data, behavior reports, self-reporting, and universal screening results.

b. Describe the process used to create the rank-order list of students identified to receive services e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.

- Reading/Math: iReady Benchmark score at each grade level identify students who are high-risk and some-risk
- Behavior: Students identified by grade-level teams, Counselor, Admin, and a Universal Screener

c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?

We use 4-6 week intervention periods to apply specific strategies and determine a student's readiness for exit or further support.

Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day-to-day activities of your school.

There is a high degree of alignment between the vision/equity statement of OSE and the reality of daily life. Students are challenged daily with character development and social skill-building opportunities. Every student is supported with the message that risk-taking is how we learn and that all can achieve. This can be found in school expectations, campaigns, personal interactions, and "I can" learning targets and success criteria during daily academic instruction.

2. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?

- Professional Academic Work for Success: Early release time for data review and intervention planning.
- UDL - Universal Design for Learning: Teaching to the edges.
- AVID - Advancement Via Individual Determination: Expand instructional strategies and habits and aligned with brain research.
- Powerful Teaching and Learning: Four Habits, Learning Walks, 4,3,2,1 Rubric for Self-Reflection & identifying powerful teaching.
- SEL: CharacterStrong -
 - Tier 1 SEL Instruction and weekly social skills lessons.
 - Tier 2 Specific Skill Instruction based on needs
- Positive Behavior Interventions: De-escalation training for all staff at OSE, Positive reinforcement of behaviors.
- Restorative Practices: Ongoing training with paraeducators and staff to use discipline as a teaching tool, not just consequences.
- Math Improvement Focus: ESD Math Specialists - Training paraeducators and staff in best practices; school-level math coach, District/Building Math Leadership Team
- Magnetic Reading Curriculum: A reading curriculum created by the developers of the iReady Benchmark. All grade levels and students are participating in this new curriculum.
- Math Pilot: Ready Math and Illustrative
- MTSS: The CAT/SEL Teams review needs, apply interventions, track results.

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

- iReady Diagnostic Implementation: Strong data is coming in and being used to create intervention groups and inform teaching.
- CharacterStrong: Many/Most teachers are intentionally building school culture. Reduction in Level 3 behaviors.
- MTSS: Teacher confidence and competency in using data to create and teach both academic and social intervention groups for targeted skills.

4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 - Professional Development

a. How do the opportunities for professional development you plan to provide align with the needs of teachers and paraeducators who work with students who receive targeted assistance?

- AVID: Brain-research-based instructional strategies support the learning of diverse students. When the learning is challenging and engaging, all students of all learning styles and capacities benefit.
- Math Trainings: Daniel Kent (ESD113) and Katie Wildenberg (TOSA/Math Interventionist) provide coaching for teachers and paraeducators to enhance their math instructional practices. These strategies highly support struggling learners by providing a variety of modes for learning and assessment.
- Support from [Marc Simmons](#) of Curriculum Associates supports teachers as they implement the newly adopted reading curriculum and pilot the Ready Math Curriculum. He provides data from the iReady benchmarks and progress monitoring as well as data review protocol to support the teacher's use of data to inform instruction.
- UDL: This PD instructs teachers and paraeducators in the art of "teaching to the edges." These lessons and activities are designed to be inclusive of all types of learners rather than focus on the average.

b. How will the professional development activities benefit the students receiving targeted assistance services?

Students identified as "at-risk" or "high-risk," will be provided with stronger instruction and learning opportunities both in the whole classroom and small group settings.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of strength for your school's system of support and how other areas will be strengthened.

- Academic Strength: Most classrooms provide engaging and challenging learning experiences
- Academic Growth Area: Test scores remain low, especially in Math. Intervention Groups, iReady MyPath, and Professional Development will further strengthen.
- SEL/Behavior Strength: Tier 1/3 Programs
- SEL/Behavior Growth: Tier 2 Systems and the application of specific interventions with data collection and analysis

2. How did your school identify these areas of strengths and improvement?

SBA and iReady Benchmark Data, Behavior Incident Reports, Classroom Observations, Universal Screener Data, Staff and Community Perception Surveys

3. How well do school and community systems interact to assure continuity of support for students? Provide at least one example.

This is a growing area. One of the stronger examples is in the process by which students who need mental health support are identified by the school and referred to the WISE program with Cascade Mental Health and other outside groups. The school staff provides brief, intervention-focused support, but then makes the referral when the need becomes demonstrated. Counselors from these community groups meet with students in the safe and familiar environment of the school building. This continues to develop as the Core Health Group plans to coordinate services on-site by sending counselors to the school to meet with their existing students. This removes barriers for families and saves instructional time from appointments off-site.

4. What areas have you identified as areas of strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

The OSE Communication Systems are operating fluidly to notify families of absences, special events, and student progress. We hope to strengthen the partnership by gathering/analyzing feedback from stakeholders and inviting community members into the building as volunteers and participants in learning programs/activities.

5. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Four - Coordination and Transitions

a. How does your targeted assistance program coordinate with core and additional programs in the school?

- Grade Level Teams work together to analyze a variety of data, determine needs, and assign students to complementary interventions in light of already applied services.
- CAT looks for concerns for specific students based on the interventions and services already applied and the demonstrated needs of the student for further assistance.

b. How have you aligned your targeted supports to ensure students falling in WSIF-identified student groups are receiving required services to ensure growth and proficiency?

All students have access to social skills groups on a weekly basis, counseling support, and small group interventions.

- SpEd: In addition, to the regular Special Services program, our school-wide initiative to promote UDL expands services and growth opportunities for students with disabilities
- ELL: We have aligned our targeted supports with monthly meetings with the ELL director.

c. How do you support transitions between grade spans?

- Tours of the next building wing

- Meet and greet grade-level teachers
- Early Parent Orientation before school starts
- Pink/Blue Cards to transfer key information to the next teacher
- SPED teachers from transferring building meet in the Spring to discuss student needs
- Counselor is introduced to transitioning students who have received support in the building they're transferring from

d. Are the students in your targeted assistance program able to participate in electives/enrichment time that peak their interest?

All students have equal access to special interest programs and activities. Interventions are scheduled to have the least impact on student academic and elective opportunities.

6. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Five - Parent and Family Engagement

a. How does your parent and family engagement strategy align with your targeted assistance practices and strategies?

- Open House/Math Night - Offers an opportunity for parents, families, and community members to learn about the Title support we provide, as well as engage in math games with their children and staff members.
- Fall/Spring book fair - Offer opportunities for families to engage with staff/school librarian and discuss reading strategies with families.
- WatchDog Program - Opportunity for dads to be role models.
- Fall/Spring Conferences - Meet and discuss students' needs and successes.
- Student Compacts - Teachers meet with families and students to make agreements for roles in student success.

b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

- The presence of community members in the school during school hours
- Feedback from the community in ThoughtExchange results
- Feedback from PTO and other community groups
- Attendance/participation in community outreach events

Component Four: Coordination/Blending and Integration of Schoolwide Funds Matrix

All Title I, Part A Schoolwide programs must include a matrix of the combined blended funds for their schoolwide model.

Basic Education	\$4,508,427.31	Intents/Purposes: To provide all students with instruction aligned to grade specific state standards including intervention and enrichment services as needed. Use of funds to support Intents/Purposes: Basic Education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, textbooks/curriculum, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent engagement.
Title I, Part A	\$200,312.86	Intents/Purposes: To help students at the greatest risk of not meeting state standards (EALRs), particularly in reading and math. Use of funds to support Intents/Purposes: Funds are combined to support a variety of areas including but not limited to : regular school day educational support programs, additional in-class assistance, small-group pull out, reinforcement of grade specific state standards in reading, math, writing and science; target professional development for instructional staff to raise their level of effectiveness as educators, and parental engagement activities.
Title II, Part A	Budgeted Districtwide	Intents/Purposes: To increase the academic achievement of all students by helping schools improve teacher and principal quality and to ensure that all teachers are highly qualified. Use of funds to support Intents/Purposes: Targeted professional development is provided to principals and teachers as needed to increase the academic achievement of all students and to ensure that all teachers are highly qualified.
Title III	Budgeted Districtwide	Intents/Purposes: To ensure that Limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Use of funds to support Intents/Purposes: Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.
Learning Assistance Program (LAP)	LAP funds will be spent as needed	To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives.

Local Funds	\$925,118.87	Local levy revenue may be combined in schoolwide programs. Food service and transportation revenue is not included in this figure.
Total	\$5,633,859.04	

Building Name: **Chehalis Middle School**

Leadership Team: Chris Simpson, Heidi Fagerness, Cathie Painter, Marci White, Ed Simmons, Laura Lofgren, Brice Meldrum, Kevin Dickson, Stephanie Fox and Alicia Hill

Math Goal:
 Goal: MATH
 CMS will increase student proficiency in math in the 2023-2024 school year. Students will demonstrate their increased proficiency on the Spring SBA making the following improvements measured by cohort:

Class of 2030 - 36.4% (5th Grade/2023) to 40% (6th Grade/2024)
 Class of 2029 - 20.5% (6th Grade/2023) to 30% (7th Grade/2024)
 Class of 2028 - 29.0% (7th Grade/2023) to 40% (8th Grade 2024)

22% of CMS students will meet their stretch growth goal on the iReady Diagnostic by Spring 2024.

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?</i>
<ul style="list-style-type: none"> - Use of Building Thinking Classroom techniques - Math Conference -MILT team -Participating in District Wide focus on mathematical discourse - Consistent use of iReady in all math classrooms - Provide math strategies courses for all grade levels - Interactive Notebooks 	23-24 School Year Daily, Weekly Formative and /summative assessments through programs, iReady, IXL, Desmos, Ready Math etc... monitored monthly and iReady diagnostics monitored three times a year. Progress Checks: -1/26/24 -6/21/24	Chris Simpson, Math Team	iReady trainers, CoP involvement, IXL program, STAR Protocol, Math leadership team, PD, going to math conference, Daniel Kent (ESD 113), AVID Strategies	Throughout the year using iReady diagnostic data to guide instruction, identify gaps and focus interventions.

ELA Goal: CMS will increase student reading proficiency in ELA in the 2023-2024 school year. Students will demonstrate their increased reading proficiency on the iReady diagnostic and STAR reading assessment by at least one grade level.

Activities	Timeframe	Lead	Resources	Measures
<p><i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?</i></p>
<ul style="list-style-type: none"> - Building common language around AVID strategies, focused note taking - AVID training - Communication with district ELA Coach - Curriculum training - ELA PLC team collaboration 	<p>23-24 School Year</p> <p>Daily, Weekly Formative and /summative assessments through programs: STAR reading, iReady, IXL, StudySync ELA reported quarterly.</p> <p>iReady diagnostics administered two times a year (Fall and Spring).</p> <p>STAR reading assessments administered three times a year (Fall, Winter, Spring)</p> <p>Progress Checks: -January -May</p>	<p>ELA Team Chris Simpson Heidi Fagerness</p>	<ul style="list-style-type: none"> - PLC Involvement - AVID PD - STAR Reading - iReady - StudySync - Grade Level Standards - Differentiation - Google Classroom - IXL - Kahoot - Renaissance Learning - Bloocket 	<p>Use STAR and iReady diagnostic data throughout the year to guide instruction, identify gaps and focus interventions.</p>

AVID Goal: Incorporate the AVID strategies of note taking and/or interactive notebooks in academic IEP classes to increase the number of IEP students achieving their individual IEP goal/s to 90%

Activities	Timeframe	Lead	Resources	Measures
<p><i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?</i></p>
<p>Teach note taking strategies</p> <p>Teach interactive notebook strategies</p> <p>IEP students who have academic goals will benefit from these strategies</p>	<p>2023-24 School Year</p> <p>Weekly lessons teaching note taking and/or weekly lessons teaching interactive notebooks</p> <p>Progress will be monitored monthly</p>	<p>Each teacher in the department will implement, measure, and adjust based on student needs in their classrooms</p>	<p>The three AVID trained members of the department</p> <p>Online AVID resources</p> <p>Prep Walks</p>	<p>Monthly Progress monitoring of individual student IEP goals</p> <p>iReady Math Diagnostic</p> <p>iReady Reading Diagnostic</p> <p>MobyMax Language Diagnostic</p>

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Basic Education	\$3,793,201.72	<p>Intents/Purposes: To provide all students with instruction aligned to grade specific state standards including intervention and enrichment services as needed.</p> <p>Use of funds to support Intents/Purposes: Basic Education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, textbooks/curriculum, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent engagement.</p>
Title I, Part A	\$0.00	<p>Intents/Purposes: To help students at the greatest risk of not meeting state standards (EALRs), particularly in reading and math.</p> <p>Use of funds to support Intents/Purposes: Funds are combined to support a variety of areas including but not limited to : regular school day educational support programs, additional in-class assistance, small-group pull out, reinforcement of grade specific state standards in reading, math, writing and science; target professional development for instructional staff to raise their level of effectiveness as educators, and parental engagement activities.</p>
Title II, Part A	Budgeted Districtwide	<p>Intents/Purposes: To increase the academic achievement of all students by helping schools improve teacher and principal quality and to ensure that all teachers are highly qualified.</p> <p>Use of funds to support Intents/Purposes: Targeted professional development is provided to principals and teachers as needed to increase the academic achievement of all students and to ensure that all teachers are highly qualified.</p>
Title III	Budgeted Districtwide	<p>Intents/Purposes: To ensure that Limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.</p> <p>Use of funds to support Intents/Purposes: Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</p>
Learning Assistance Program (LAP)	LAP funds will be spent as needed	To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives.
Local Funds	\$1,257,887.69	Local levy revenue may be combined in schoolwide programs. Food service and transportation revenue is not included in this figure.
Total	\$5,051,089.41	

Building Name: W. F. West High School

Leadership Team: Bob Walters, Mark Westley , Christine Voelker, Tommy Elder

Goal: Math - During the 23/24 SY teachers will engage students in purposeful mathematical discourse during class five times per week for each of their preps as measured by self monitoring and reflection during COP time and PAWS time. **Math** - SBA increase by 5% and increase in students taking advantage of higher level math courses (including Dual Credit courses) by 5%.

Activities	Timeframe	Lead	Resources	Measures
<p><i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?</i></p>
<p>Activities:</p> <ul style="list-style-type: none"> • AVID Strategies • NCTM/SBA Mathematical Practices • Mathematical Mindset activities • Low Floor / High Ceiling prompts <p>Benefits to: All math students</p>	<p>Timeframe: 2023-2024 school year</p> <p>Monitoring: Progress will be reported and discussed monthly during staff development and/or department meetings</p>	<p>Lead: Bob Walters, Principal</p> <p>All mathematics teachers will collect, monitor and report their data to the department administrator.</p> <p>All mathematics teachers are responsible for implementing, measuring, and adjusting the activities.</p>	<p>Resources: AVID strategies; release time to develop monitoring tools and review data to improve instruction. Use of PAWS time</p>	<p>Measures:</p> <ul style="list-style-type: none"> • Use a daily discourse monitoring tool as a replicable process for sustained instructional improvement • Increase MATH SBA passing rate by 5% as reported by OSPI in Spring of 2024. • Discourse is a factor in the mathematical community environment and fosters a growth mindset. As students use and learn different collaborative strategies and teachers intentionally plan discourse events, enrollment in higher level math courses will improve by 5%.

Funding (if needed): List and describe funding amount(s) and source(s) associated with the activities described above.

Review data using discourse rubric and teacher discussion. Use PAWS time to review data - AVID Professional Learning and Mathematical Mindset Professional Learning. Limited funding source from Math Grant.

Goal: ELA - In Spring of 2024 the SBA pass rate will increase by 5% on the SBA ELA assessment. **ELA** - By the end of 2024 school year will achieve a 10% increase in the average argumentative essay scores for each grade level.

Activities	Timeframe	Lead	Resources	Measures
<p><i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?</i></p>

<p>Interim Assessments administered on the TIDE site Scoring Guides located in the ELA/Literacy Training Guide (This can be used to break down to the students how responses are scored and what is needed for the full points)</p> <p>All students will benefit from these activities.</p>	<p>Fall of 2023, Spring 2024</p> <p>Progress will be monitored monthly at English Department meetings.</p>	<p>Christine Voelker Chrissy Fralick Andrea LeBoeuf Bryce Garbe Kyle Karnofski Josh Hergert Janelle Williams</p>	<p>TIDE site to administer Interim Assessments</p> <p>Scoring Guides</p> <p>PAWS days</p>	<p>Short term data will be collected monthly by administering a portion of the Interim Assessment. This will allow the teacher to break down specific targets to the students.</p> <p>Long term data will be the SBAC Spring 2024 scores.</p>
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Funding (if needed): List and describe funding amount(s) and source(s) associated with the activities described above.

NA

Goal: AVID - By the end of the 2023 - 2024 school year, AVID students will demonstrate improved study habits resulting in a 10% increase in their overall GPA.

Activities	Timeframe	Lead	Resources	Measures
<p><i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?</i></p>
<p>AVID Summer Institute AVID Pathway Training BERC Learning Walks ILT Professional Learning</p> <p>All students will benefit.</p>	<p>This will be a year-long focus of the 2023-2024 school year.</p> <p>Progress monitoring will occur during weekly classroom drop-ins, learning walks, and classroom observations.</p>	<p>Bob Walters Christine Voelker</p> <p>Building Leaders ILT AVID Site Team</p>	<p>WICOR strategies BERC PTL AVID Professional Learning Modules</p>	<p>BERC Showcase AVID Look-fors GPA Data</p>

Funding (if needed): List and describe funding amount(s) and source(s) associated with the activities described above.

Release time for professional learning modules, learning walks, etc.

Goal: AVID - By August of 2024, 80% of WFW teachers will be trained in AVID strategies through attendance at the AVID National Conference, AVID Summer Institute, PAWS training days and/or other AVID professional learning opportunities, to impact teacher effectiveness and student learning.

Activities	Timeframe	Lead	Resources	Measures
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<i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	<i>What is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?</i>
AVID Summer Conference (4 new staff) All students will benefit.	During the 2023-2024 school year. Teacher participation in training opportunities will be monitored monthly.	Bob Walters AVID Site Team Building Leaders ILT	AVID Professional Learning Modules AVID Summer Conference	BERC Showcase AVID Look-fors Teacher Training Logs
Funding (if needed): List and describe funding amount(s) and source(s) associated with the activities described above.				
Release time for professional learning modules and registration and transportation fees to conferences				

Goal: Freshman on Track - 2023-2024 Freshman on Track - We will decrease the number of freshmen failing at least one course at the end of the first semester and aim to decrease this number by 25% compared to the previous year.				
Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	<i>What is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?</i>
Freshman Llnk Freshman Speakers CCR Block focus & curriculum	During the 2023-2024 school year.	Bob Walters Adrian Jimenez Christine Voelker		
Funding (if needed): List and describe funding amount(s) and source(s) associated with the activities described above.				
We will achieve this goal by implementing support programs, study sessions, and academic mentorship with our Freshman Specialist position. Continued funding for our Freshman Specialist position. Use ASB Link activities to engage students, PAWs time review data and set goals with our freshman CCR block advisors.				

Basic Education	\$6,336,789.02	Intents/Purposes: To provide all students with instruction aligned to grade specific state standards including intervention and enrichment services as needed.
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		Use of funds to support Intentions/Purposes: Basic Education funds are combined to support the activities listed above, as well as the intentions and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, textbooks/curriculum, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent engagement.
Title I, Part A	\$0.00	Intentions/Purposes: To help students at the greatest risk of not meeting state standards (EALRs), particularly in reading and math. Use of funds to support Intentions/Purposes: Funds are combined to support a variety of areas including but not limited to : regular school day educational support programs, additional in-class assistance, small-group pull out, reinforcement of grade specific state standards in reading, math, writing and science; target professional development for instructional staff to raise their level of effectiveness as educators, and parental engagement activities.
Title II, Part A	Budgeted Districtwide	Intentions/Purposes: To increase the academic achievement of all students by helping schools improve teacher and principal quality and to ensure that all teachers are highly qualified. Use of funds to support Intentions/Purposes: Targeted professional development is provided to principals and teachers as needed to increase the academic achievement of all students and to ensure that all teachers are highly qualified.
Title III	Budgeted Districtwide	Intentions/Purposes: To ensure that Limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Use of funds to support Intentions/Purposes: Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.
Learning Assistance Program (LAP)	LAP funds will be spent as needed	To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives.
Local Funds	\$1,589,976.59	Local levy revenue may be combined in schoolwide programs. Food service and transportation revenue is not included in this figure.
Total	\$7,926,765.61	

Consolidated School Improvement Plan

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement, and WAC 180-16-220. All schools in WA State are required to have a school improvement plan.

Section 1: Building Data	
1a. Building: Lewis County Alternative School	1g. Grade Span: 6-12 School Type: Alternative School -- ALE
1b. Principal: Tim Touhey	1h. Building Enrollment: 51
1c. District: Chehalis	1i. F/R Percentage: 80%
1d. Board Approval Date: Click or tap here to enter text.	1j. Special Education Percentage: 27.3%
1e. Plan Date: June 16, 2023	1k. English Learner Percentage: 15.9%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Targeted 3+	

Section 2: School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Kristi Margeson, Teacher Shawn Stevenson, Teacher Erin Johnson, Teacher	Tim Touhey, Principal Tracy Redmon, Ed Parapro Multiple Lewis County Juvenile Court Probation Officers
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Section 3: Vision and Mission Statement

Our mission at Turning Point is to provide students with an alternative learning environment that:

- recognizes that our students are unique individuals with varied circumstances and needs that may not be met in a traditional school setting;
- provides a supportive, caring environment where students can thrive, succeed, and graduate from high school

We exist to:

- Serve Chehalis School District students, at the eleventh grade level and up, who may benefit from an alternative learning program. These students are identified in a cooperative effort between W.F. West High School and Turning Point staff.
- Serve high school students from throughout Lewis County who have been directed by the juvenile court to attend our school. These students may choose to continue attending Turning Point after their court order expires, provided that they have made satisfactory progress and would benefit from continued attendance.

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your CNA to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g., Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

Since our student population is so low, it is difficult to draw strong conclusions about the even smaller sub-groups. However, historically, we have observed that our special education students tend to graduate at a rate similar to, or better than, our general population. Our EL students (generalized to Hispanic students, regardless of their language proficiency) seem to be somewhat polarized. Roughly half graduate on time, and some even a year early. The other half struggle – but persevere. We have had students leave school, go to work, and then return a year later to finish. Others have graduated “late,” but remained engaged and working at a slower rate. There are varied reasons for this, from either holding a job and helping to support their families, to simply maturing later than their peers.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

The relative success of our special education students correlates with the extra effort, staffing, etc. that we put into their programming. Our staff understands how to use the IEP process to make accommodations and modifications to help students succeed.

For EL students, our ability to connect with them and their families in their first language is helpful. This year, we had two individuals on staff who are fluent Spanish speakers. The flexibility that we have in our program, and openness to working with older students also contributes to our successes with the specific population (as well as other sub-groups, including students living in poverty).

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population (Do not include identifiable information!).

a. What strengths do they possess?

Socially adept. Independent. Oftentimes, intelligent – but not in a traditional school sense. Many of them have a good relationship with at least one teacher from our traditional high school, since our graduation ceremony often has multiple staff members from that building in attendance.

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

b. What challenges do they face?
Many have had a difficult time in a traditional school. Many are significantly credit-deficient. Many come from relatively poor families. Some have learning disabilities. Some speak English as a second language. Some are involved in the juvenile justice system.

c. What are some important relationships in their life?
Friends and family. Sometimes, their probation officer. The students who succeed also develop a relationship with at least one staff member at our school.

4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students

a. Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.
We focus our efforts on students from special populations: special education, 504, EL. Our next qualifier is their likelihood of benefiting from additional support. In this case that means students who are in range of graduating, and need a little extra help.

b. Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.

- Identify students from special populations, as listed above.
- Rank-order students based on their likelihood of graduating.

c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?
We meet monthly to go over student credit attainment data. The individual students that we focus upon enter, and exit, that list on a monthly basis.

Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?
We align well with our mission statement, except where we don't! Since we are a sort of "school of last resort" for our district and the county, we serve students who are not always in 11th or 12th grade. This creates challenges, mostly in the social realm and maturity level of the students. However, our flexibility and supportive environment, along with assistance from the juvenile court, serves the greater good of our broader community.

2. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?
Staff have identified the need for on-site administrative, counseling, or mental health support to help address disruptive and negative behaviors "in the moment."

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?
Our staff is well-versed in alternative education strategies and state regulations. Ongoing participation in WALA conferences is advisable. Further training in effectively working with our court partners would be very useful, as expectations and programming have changed over the years.

4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 - Professional Development

a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?
Next year, our district will implement a weekly early release for staff training and communities of practice. Two-thirds of those days will be controlled by a building-level team, so those activities will be responsive to the staff's needs. The actual trainings at the district level are in development, and will include diversity, equity, and inclusion sessions. At the building level, we will focus some of our efforts on understanding executive functioning in students. This topic will be useful to special education students, and, at a significant level, all of our students.

Further, the district will allow our building to follow an alternative schedule for the early releases, to better serve our students. Our program has a morning and afternoon session, and a strict early release would disproportionately impact afternoon session students.

b. How will the professional development activities benefit the students receiving targeted assistance services?
Equity, diversity, and inclusion trainings will benefit all students, especially our marginalized youth. Executive function training will help all students, especially our special education students. Understanding the rules of alternative learning experiences benefit our students to the extent that it allows us to design programs for individuals that meet their needs and still follow state guidelines.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.
Our main strength in this area is a caring, compassionate, and empathetic staff. We can strengthen in this area by providing additional supports for students "in the moment." The challenge is scheduling and staffing a position like this. The need for support is not even, nor is it predictable.

2. How did your school identify these areas of strengths and improvement?
Staff individually identified this need. Administration, separately, identified the need. And, when we met as a group, this came up.

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

Reasonably well. Aside from support from detention staff, we have space for various service providers to meet with students during the day. These individuals range from social workers to substance abuse counselors.

4. What areas have you identified as areas of the strength, and where do you hope to strengthen and build further family and community engagement and partnership(s)?

Although we have frequent contact with parents, they are generally a fairly unobtrusive group. We would like to host a series (3 or 4) parent events. At those events, in addition to meeting with families, we intend to have electronic surveys that we will use to gather input from parents on 1-4 specific questions. An example would be the time we hold graduation. We have always had a weekday morning graduation ceremony. It is well attended, and no one has ever complained. But, we have never asked if parents would prefer an evening ceremony.

5. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions

a. How does your targeted assistance program coordinate with core and additional programs in the school?

Our program provides direct support to academic programs required for graduation

b. How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?

Our rank-ordering for services identifies specific groups that are called out in the WSIF framework: IEP, EL, behind in credits.

c. How do you support transitions between grade spans?

The most common transition is from 11th to 12th grade. We allow all students to attend summer school. We also work to ensure that they are closer to being "on track" at the start of their second year than they were when they arrived with us (assuming the 11-12 transition).

d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interest?

Yes, although our offerings are somewhat limited. Students are eligible to enroll at our local skills center.

6. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 - Parent and Family Engagement

a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

Focusing on two sub-groups: students with IEPs and EL students. Parents are invited to, and typically attend, their student's IEP meetings. We help facilitate attendance by offering a Zoom option. For EL students, one of our teachers is a fluent Spanish speaker. We also provide additional EL services, over and above what we do in the building. Families of our EL students attend graduation in very high numbers.

b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

Next year, we will measure the number of responses to surveys and questionnaires, as well as attendance at parent events.

Section 5: School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the tables below, identify your highest priority school improvement goals and activities for SY 2023–24 that are based off the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the [OSSI SY 2023–2024 School Improvement Plan Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
 - By how much?
 - By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
 - Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 - Practices and Strategies.

** Please use the following guidance to support your reform goals and strategies: [Menus of Best Practices and Strategies in ELA, Mathematic, and Behavior](#).*

Needs Assessment Summary

Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

We have traditionally, and will continue to, focus on our special education population, our EL students, and students who are credit-deficient. Funding from OSSI will help to pay for a part-time special education teacher. Title 1 funding, and OSSI funding will help to pay for education paraprofessional help. This will be in addition to the 2.0 FTE teachers that the funding formula generates.

5a. SY 2023–2024 SMARTIE Goal #1:

We will improve student achievement and credit-earning by 11th & 12th grade students. The standard is .67 credit per month, and the goal is for at least 65% of students to meet this goal, up from 32% in the 2022–23 SY, as measured by monthly credits earned reporting. We will also focus on shrinking the number of 11th & 12th grade students that earn less than .5 credits per calendar month enrolled (4.5 per year); with a target of less than 33% of our students falling in this category, down from 68% in the 2021–22 school year. We will also compare our special education students’ goal attainment to the general population to check for disparities.

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
Activity 1	Monthly and semi-annual check of the number of	By end of school, June 2024. We will also conduct a	Principal and teachers will continue to refine our tracking	The most effective way to meet this goal is by hiring additional teaching staff, and continuing to purchase online curriculum.

Measure student credit completion and use the data to modify written student learning plans	students that meet the goal of .67 credit earned per calendar month. Comparison, at mid-year and year-end, of special education student progress to general population.	monthly review, and a semester check at the end of January 2024. Additionally, student progress is monitored and reported monthly.	system. Teachers will track the actual data. Data are reviewed at monthly meetings.	
Activity 2 Provide individualized instruction, with a focus on students who receive special education services. All students benefit from this, and special education students benefit to a somewhat greater degree.	A special education teacher will be in place for at least .5 FTE for the entire school year.	During the entire school year.	Special education teacher currently on staff, plus other teachers and principal. All staff are involved in the delivery of SDI to special education students.	Funding for additional teacher and ed parapro support, over and above that generated by allocation formula
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. OSSI Grant: approx.. 65,000				
2. Title 1, part A grant: approx. \$10,000				

5b. SY 2023–2024 SMARTIE Goal #2: Develop a system to more discretely track successes and problems associated with younger students. We will track the same or similar data as tracked in goal #1 for this sub-group of students. Our goal is to improve the number of 9th & 10th graders who earn credit at a rate of at least .67 credit per month from 8% to 65%. We will also analyze the effectiveness of our service to middle school aged students (even though it is a small number).

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Activity 1 Measure student credit completion and use the data to modify written student learning plans	Monthly and semi-annual check of the number of students that meet the goal of .67 credit earned per calendar month.	By end of school, June 2023. We will also conduct a monthly review, and a semester check at the end of January 2023.	Principal will refine our tracking system in collaboration with teachers. Teachers will track the actual data.	The most effective way to meet this goal is by continuing to pay for additional teaching staff, and continuing to purchase online curriculum.
Activity 2 Provide individualized instruction, with a focus on younger students. All students benefit from this, and special education students benefit to a somewhat greater degree (related to goal #1).	Comparison, at mid-year and year-end, of 9 th & 10 th grade student progress to general population	During the entire school year.	A special education teacher already on staff. All staff are involved in the delivery of instruction to our younger students.	Funding for teacher salary, over and above our regular funding

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

1. No additional funding is needed to meet this goal.

5c. SY 2023–2024 SMARTIE Goal #3:

We will increase student “perseverance” as measured by the percentage of students who graduate “on time” (e.g. they finish a year’s worth of credit – 6 – within a school year, or fewer credits if they graduate). WE hope to match past goals of 100%, acknowledging that this may be aspirational. We will also report the number of students who graduate and do so by completing more than 6 credits in the school year. Finally, we will disaggregate our data to examine the rates for EL and special education students.

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Aside from our existing support structures (small class size, flexible schedules, ability to work from home) this is a new metric as of last year, one that seems more appropriate to our students and school.</p> <p>All students, but the majority of the benefit will be for those who are closest to graduating.</p>	<p>The short-term data is this year’s course completion data and graduation data. The long-term data will be the same data collected over a period of years</p>	<p>The entire school year, and moving forward into future years.</p> <p>Progress is monitored monthly. The consolidated data will be reviewed in early February, and again at the end of the school year.</p>	<p>Teachers gather and report the data, and make adjustments as needed.</p> <p>The principal and any other stakeholders (often juvenile court officers)</p>	<p>The most significant change will be the actual collection and analysis of a new piece of data. The data has always existed, but we have not paid close attention to this particular measure, up until the past couple of years.</p>

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

1. No additional funding will be needed for this activity. It will take some administrative time.

Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2023–24)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type "not applicable" for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Pays for teachers, and administrative secretarial support.
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Pays for part of an education paraprofessional
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> Pays for district- and building-directed training and professional development.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i> Pays for part-time staffing to meet with EL students.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	N/A
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K-6 students.</i> N/A
Local Funds	Local levy revenue may be combined in schoolwide programs.	Pays for extra staff time
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	OSSI grant funds part of a special education teacher, and part (or all) of an education paraprofessional.

Basic Education	\$315,136.44	Intents/Purposes: To provide all students with instruction aligned to grade specific state standards including intervention and enrichment services as needed. Use of funds to support Intents/Purposes: Basic Education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, textbooks/curriculum, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent engagement.
Title I, Part A	\$0.00	Intents/Purposes: To help students at the greatest risk of not meeting state standards (EALRs), particularly in reading and math. Use of funds to support Intents/Purposes: Funds are combined to support a variety of areas including but not limited to : regular school day educational support programs, additional in-class assistance, small-group pull out, reinforcement of grade specific state standards in reading, math, writing and science; target professional development for instructional staff to raise their level of effectiveness as educators, and parental engagement activities.
Title II, Part A	Budgeted Districtwide	Intents/Purposes: To increase the academic achievement of all students by helping schools improve teacher and principal quality and to ensure that all teachers are highly qualified. Use of funds to support Intents/Purposes: Targeted professional development is provided to principals and teachers as needed to increase the academic achievement of all students and to ensure that all teachers are highly qualified.

Title III	Budgeted Districtwide	Intents/Purposes: To ensure that Limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Use of funds to support Intents/Purposes: Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.
Learning Assistance Program (LAP)	LAP funds will be spent as needed	To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives.
Local Funds	\$10,408.80	Local levy revenue may be combined in schoolwide programs. Food service and transportation revenue is not included in this figure.
Total	\$325,545.24	

Building Name: **Green Hill Academic School**

School Code: 21302-

Date: 6/16/2023

Needs Assessment Summary

Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Our greatest unfunded need continues to be for a school psychologist. Our average student turnover is two to three times in a calendar year. On average, 40-50% of our students have an IEP. Many of those students come to us with expired special education paperwork. And, if their IEP is current, the services, accommodations, and modifications are often different than what we can provide at Green Hill, due to restrictions imposed by conditions of confinement. Most of the time, we are able to provide a higher level of service in a more inclusive setting, due to staffing models and living arrangements.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal?

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the appropriate Components.

SY 2023–2024 SMARTIE Goal #1: We will continue to focus on the ongoing challenges we face in delivering special education services by: 1) ensuring that each student in a closed living unit has access to a special education teacher each day, 2) making certain that our special education students are “graduation ready” (have completed sufficient credit to graduate, although they may choose to continue attending school) at a rate not more than 20% lower than non-special education students.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Ensure that the master schedule is built so a special education certified teacher is in each closed unit.</p> <p>Include progress of students with an IEP as part of teacher evaluations re: student growth goals.</p> <p>All special education students benefit, especially those in “closed” living units.</p>	<p>Short-term data includes master schedules, and student growth data reported by teachers.</p> <p>Long-term data will include a study of the proportion of IEP students that earn a diploma compared to their non-special education peers.</p>	<p>This activity will be permanent.</p> <p>Progress toward the “graduation ready” goal will be measured at the end of the school year.</p> <p>Scheduling of staff is an ongoing “checklist” item.</p>	<p>The principal is the primary person responsible for the schedule.</p> <p>All teachers are responsible for progress of their students with an IEP, and the all report their data to the principal.</p>	<p>Funding sources include state allocation dollars, Title 1D funds, and OSSI funding.</p> <p>Specifically, Title 1D pays for ed para support. OSSI pays for school psychologist support.</p>
<p>Hiring of a full-time school psychologist, on-site daily.</p> <p>This will benefit students with IEPs, as well as students who have, or are eligible for, 504 pans.</p>	<p>Hiring of a psychologist.</p> <p>Internal IEP and evaluation audit results.</p>	<p>This will be an ongoing activity. The individual has assumed full-time duties (increased from half-time) effective for the 2022-23 school year.</p>	<p>Principal and district Special Education Director will ensure staffing.</p> <p>Our school psychologist (who has extensive experience with DBT) will work with the teacher to develop the program.</p>	<p>Funding for this position come from the OSSI grant for our alternative school (for the time there) and either Green Hill regular funding, or enrollment stabilization funding.</p>

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

1. Funding from Title 1D covers ed parapros – 3 @ approximately \$50,000 each. Title 1D may pay the balance of the school psychologist’s salary.
2. The entire school improvement grant will be spent on our school psychologist next year.

SY 2023–2024 SMARTIE Goal #2: We will continue to expand our students’ opportunities to earn credit at an accelerated rate, so that by the end of the 2023-24 fiscal year students will be accessing the various methods listed below at the same, or greater, rate as they currently are. 1) Every eligible student who desires to take a world language competency test will be afforded the opportunity, and earn appropriate credit. 2) Every student who wishes to take a GED test to earn high school credit will be allowed to do so, and credit will be granted. 3) Every student who scores high enough on his entry testing (math) will be granted appropriate math credit, based on our existing standards and procedures.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>World Language competency testing. Students who are fluent in a language other than English will benefit.</p>	<p>Short-term data will consist of confirmation that testing has begun. Long-term data will be the number of students who take the test, test scores, and credit granted.</p>	<p>We will have students taking the tests by January 1, 2023.</p> <p>We will check on progress in December, to ensure testing is occurring, and tally results at the end of June.</p>	<p>Our EL specialist will set up testing. Our Dean of Students will help with proctoring the test. The principal will compile and report data about results.</p>	<p>The primary resource will be staff time, and a limited amount of money for purchasing tests.</p>
<p>High school credit for “generic” math credit earned by students who serve time in certain county detention centers.</p>	<p>It may not be feasible to collect data surrounding this activity. If we were to do so, it would involve in-depth transcript analysis, which would be time-consuming. The fact that we are doing this for students may be all we can report.</p>	<p>This will be ongoing.</p> <p>We will check data annually</p>	<p>Math department teachers, dean of students, principal.</p>	<p>Staff time for testing. Tests are paid for through a site license, so no additional costs.</p>

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

1. Nominal funding for tests and staff time.
2. Nominal funding for tests and staff time.