

# 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: Harrah Elementary School	1g. Grade Span: PK-6 School Type: Elementary
1b. Principal: Gloria Widener	1h. Building Enrollment: 485
1c. District: Mt. Adams School District	1i. F/R Percentage: 96.9%
1d. Board Approval Date: August 2023	1j. Special Education Percentage: 13.7%
1e. Plan Date: 2023-2024	1k. English Learner Percentage: 44.9%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Comprehensive Tier 3+	

Section 2: School Leadership Team Members and Parent-Community Partners	
Please list by (Name, Title/Role)	
<b><i>Gloria Widener, Principal</i></b>	<b><i>Jen Johann, Third Grade Teacher</i></b>
<b><i>Cesar Hernandez, Assistant Principal</i></b>	<b><i>Lindsey Chanthavisay, Fourth Grade Teacher</i></b>
<b><i>Maggie Dick, Kindergarten Teacher</i></b>	<b><i>Tracy Trainor, Fifth Grade Teacher</i></b>
<b><i>Amber Stephenson, First Grade Teacher</i></b>	<b><i>Latasha Larez, Sixth Grade Teacher</i></b>



<p><b>Leslie Jenks, Second Grade Teacher</b></p> <p><b>Hayden Miles, ELL Interventionist</b></p> <p><b>Emery Lohrasbi, Special Education Teacher</b></p>	<p><b>Sarah Hangan, Reading Interventionist</b></p> <p><b>DeeDee Gasseling, Counselor</b></p> <p><b>Dana Jarnecke, Director of Teaching and Learning</b></p>
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### Section 3: Vision and Mission Statement

- **Mission (Why do we exist?)**
  - **Harrah Elementary/ Middle School K-8 exists because we believe we have a fundamental responsibility to bring about lasting personal and social change by working interdependently to ensure all students learn to the highest level possible.**
  - **Harrah Elementary/Middle School K-8 exists because we believe physical, emotional, and intellectual safety are critical and necessary conditions in order for effective teaching and learning to take place.**
  - **Harrah Elementary/Middle School K-8 exists because we believe in the importance of creating a community that cultivates a culture of kindness focused on encouraging a sense of belonging, and that fosters mutual respect for all students and their families.**
- **Vision: (What must we become?)**
  - **We must become a school where all stakeholders are committed to a collaborative process and create meaningful partnerships that lead to gains in student achievement.**
  - **We must become a school where the physical, emotional, and intellectual safety of all stakeholders is cultivated and valued.**
  - **We must become a culture where kindness and mutual respect for all stakeholders are fostered and valued.**
  - **We must become a culture where students have access to a common, consistent, and comprehensive curriculum that stimulates the desire for continued learning throughout life.**

### Section 3: Vision and Mission Statement

- **We must become a culture where a great emphasis is placed on effort, resilience, and the importance of making mistakes and learning from them.**

**EVERY STUDENT, EVERY DAY, EVERY WAY**

### 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?

**The meaningful information provided by the needs assessment continue to point to low attendance rates, foundational literacy skills in math and reading as well as a need to further develop language in all content areas for ELL's and other low language identified students.**

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.

**Strengths: Harrah Elementary has been a RAD school for the last four years. The CNA that was done has provided us with a clear path to improvement. Harrah's systems MTSS, Instructional, and professional learning communities have been established and have continued to improve. Our focus on literacy has increased and has begun to yield changes in our DIBELS and iReady (objective measures) and our school has gained cohesion that has developed a stronger culture and climate for both staff and students.**

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

**Needs: The data continues to show that all subgroups of students are performing well below grade level.**

**Students continue to need support in literacy, math, language, attendance and behavior.**

**The needs overlap each other in a variety of ways. Students who struggle in math and reading tend to not want to be at school. Addressing their foundational reading and math skills in both the core content and intervention should improve student attendance as well as raise achievement scores.**

**Students need to know where they are and what they need academically so they can set goals and participate fully in their own learning. Each student needs to know their pathway forward.**

**We need to teach in a way that is engaging and includes hands-on meaningful experiences.**

**Attendance is a symptom.**

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?  
**A typical Harrah student is kind, caring and eager to please.**
  - b. What challenges do they face?  
**A typical Harrah student faces systemic poverty, drug addiction, homelessness and historic trauma.**
  - c. What are some important relationships in their life?  
**The most important relationships are their family members which are generally aunties and grandparents who are raising them. The next important relationships are those they find within the walls of Harrah Elementary.**
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 for services based on multiple data points from iReady Reading Diagnostic Assessments, DIBELS, and Wonders Phonics Survey.**
  - 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.

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

**Students whose scores indicate they are at risk for not developing literacy skills and who are not progressing in the core content are selected for daily intervention first in small groups within Tier I and also in small group Tier II.**

- 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?

**Student progress is monitored through our benchmarking testing both Dibels and iReady Reading three times a year, and progress monitoring weekly or bi-weekly every two weeks based on the skills taught, and their progress in daily intervention.**

### 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?

**The vision and equity statements are reflected in our culture:**

- **Students receive 30 minutes of SEL every day. It is a priority to ensure that our school is welcoming, inclusive and creates a sense of belonging for all.**
- **Staff received professional development in social emotional teaching, restorative practices and inclusionary practices yearly.**
- **Our special education students receive services with their peers 80-100% of the time.**
- **Recently OSPI conducted an audit of our special education program. They stated that they were able to see inclusionary practices throughout our building.**
- **Our teachers are dedicated to the practice of closing gaps and raising achievement.**

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)?

**We have identified the following as priority in order to meet our goals:**

- **All teachers and administrators becoming LETRS trained to increase our skills in our literacy best practices.**
- **All staff engaging in inclusionary practices professional development based on the UDL framework.**
- **The district level administration participation in the MTSS cohort through ESD 105 to strengthen our MTSS programs across the district.**

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

- *Teams of teachers, on a rotating basis, participate in PLC and PBIS workshops to continue to enhance their understanding of the practices and to develop commitment to these practices.*
- *Instructional Leadership attending Plain Talk on Literacy Conference every two years to support the literacy outcomes of our students.*
- *Ongoing iReady training to deepen our understanding of data interpretation and best practices.*
- *Our EA staff receive regular training on ECRI (Enhanced Core Reading Instruction) and DIBELS testing and progress monitoring.*

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?

*We have had professional development in and implemented several systems that are proving to be powerful and effective including the following:*

- *PBIS Schoolwide*
- *Behavior interventions*
- *Instructional changes in reading foundational teaching and learning based on OSPI Menu of best practices ie Small group instruction, research based core curriculum (Reading Wonders), ECRI (Enhanced Core Reading Instruction) implementation, complete use of all parts of DIBELS Benchmark Assessments, Data driven protocols and procedures and PLC “tight” implementation.*

*Our metrics for determining success is the increase of students at reading benchmark and decrease of students below and well below benchmark in reading based on iReady Reading and DIBELS as well as our phonics screener denoting student progress in their phonics scope and sequence.*

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?

*All professional development opportunities are planned with our instructional leadership team who are the lead learners for the building and grade level teams. These leaders also direct the work of paraeducators at each grade level. Needs are determined by input provided at ILT meetings and planning retreats.*

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

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

**All professional development activities directly tie to the needs of the students in the area of reading, writing, language acquisition and math instruction. As teachers' skills increase, they become better able to meet the needs of all students through solid first instruction and through interventions as needed.**

### 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 systems are built around the MTSS model: Behavior, Academic, and Attendance. Our strengths include a Tier I PBIS system that has an improved TFI score of 8.2 from our beginning score of 2. We have an instructional framework that includes whole group and small group instruction based on priority standards and foundational literacy building scope and sequences. Our Tier II supports are improving as we use data to guide our decisions for support at both the Tier I and Tier II levels with the goal of increasing student success at Tier I to the 80% level.**

**Areas that need further strengthening continue to be attendance, gathering progress monitoring data and instructional fidelity across the building.**

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

**We use our CNA and WSIF data, SBA scores, data from our benchmark assessments, progress monitoring data, attendance data and our discipline referral data to determine areas of strengths and areas in need of improvement.**

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

**Our school and community systems interact to support students in the following ways:**

- **Monthly engagement activities i.e. literacy, STEM and cultural nights, migrant program sponsored activities, and parent information nights.**
- **Monthly Principal Coalition meetings with a parent advisory group.**
- **Monthly bilingual parent meetings, Migrant PAC meetings and Indian Parent Education meetings.**
- **Satchel Pulse Staff, Parent and Student surveys every 6 weeks.**

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)?

**Our school has improved our "approachability" with the work that we have done to support SEL and trauma informed practices. This work has translated to a climate and culture that is calm and welcoming. We have increased the opportunities for parents and community**

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

*members to participate in activities at school. We need to further develop our communication with families to build stronger ties between the families and the school community. We still struggle with putting our belief that parents are partners into real-time actions.*



## 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.

**The highest priorities identified include the need to increase student achievement in reading, math, and language development for SWD, ELL and Native American students as well as increase student attendance through greater engagement in their learning.**

## 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).*

### 5a. SY 2023–2024 SMARTIE Goal #1:

#### Goal 1: Attendance

HES	Current % at Benchmark 2022-23	2023-24	2024-2025	2025-2026
Native American (336)	50.3%	40.3%	30.3%	20.3%
Hispanic (116)	41.3%	31.3%	21.3%	11.3%

***In order to decrease student absenteeism rates, we will monitor Tier I and Tier II attendance, increase incentives and increase parent and school communication for Native American and Hispanic students. We will decrease absenteeism rates by 10% each year during the 2023-2026 school years as measured by monthly attendance reports monitored by the Tier I and Tier II teams.***

*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
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</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</i>	<i>What was / is the projected length of time of this activity?  When or how often (please be as specific as possible) will</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>

<i>Who, specifically, will benefit from this practice/activity?</i>	<i>the specific students named in your SMARTIE Goal?</i>	<i>progress be monitored or data reviewed?</i>		
<b>Activity 1</b> Classroom teachers will call home when a student is absent more than 2 unexcused days in a row within a week.	Record of calls will be collected monthly	2023-2024 SY	Classroom Teachers Administrators	Record keeping format
<b>Activity 2</b> Develop a recognition program to highlight school attendance rates publicly and to recognize classes with the greatest attendance monthly.	Weekly attendance rates	2023-2024 SY	Attendance Team PBIS Team	Materials, time
<b>Activity 3</b> Add attendance to the Tier II Bi-Monthly agenda to monitor chronic absences and implement interventions as needed.	Weekly attendance rates	2023-2024 SY	Tier II Team Attendance Team	Materials, time
<b>Activity 4</b> Professional Development in Engagement practices following the UDL/Inclusion practices framework and language development.	Student surveys	2023-2024	Administration ILT Leadership	Materials, Time Professional Development in Engagement

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. G1A2 - Attendance certificates/printer ink for monthly recognition - Attendance/Reengagement Grant Funding = \$1,500
2. G1A4 - Goalbook license for inclusionary practices/UDL PD and Staff Support - RAD = \$5,000
Administrator Oversight - wages/benefits - RAD = \$4,800

<b>5b. SY 2023–2024 SMARTIE Goal #2:</b>				
<b>Goal 2: Reading</b>				
HES/iReady	Current % at Benchmark 2022-23	2023-24	2024-2025	2025-2026
SWD	17%	27%	37%	47%
ELL	13%	23%	33%	43%
NA	28%	38%	48%	58%
All Students	31%	41%	51%	61%
<p><b><i>In order to improve student achievement in reading and language development, we will continue to align instructional practices with the science of reading, progress monitor skill development and increase student language and writing in the ELA block during the 2023-2026 school years. We will increase the percent of students at or above benchmark by 10% each year during the 2023-2026 school years. As measured by iReady Reading Benchmark Scores, DIBELS Benchmark Scores and common formative writing assessments.</i></b></p>				
<p><i>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.</i></p>				
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><b>Activity 1</b> LETRS Module 2 Professional Development</p>	<p>Completion and participation rates</p> <p>Reading TFI Tier I</p>	<p>SY 2023-2024</p>	<p>Administration</p> <p>ILT Leadership</p> <p>Reading Interventionist</p>	<p>Funding for professional development in literacy skill development</p>
<p><b>Activity 2</b> Hire educational assistants to support small groups and interventions.</p>	<p>Achievement scores as measured by iReady Reading, DIBELS and Phonics Screener</p> <p>Reading TFI Tier 1</p>	<p>SY 2023-2024</p>	<p>Administration</p> <p>Classroom Teachers</p> <p>Reading Interventionists</p>	<p>Funding for staffing</p>
<p><b>Activity 3</b> Professional development and materials to implement Framing Your Thoughts Writing curriculum</p>	<p>Common Formative Writing Assessments</p>	<p>SY 2023-2024</p>	<p>Administration</p> <p>ILT Leadership</p> <p>Classroom Teachers</p>	<p>Materials and Time</p>
<p><b>Activity 4</b> Professional Development in Engagement practices following the UDL framework and Language development</p>	<p>Student surveys</p>	<p>SY 2023-2024</p> <p>Monthly</p>	<p>ILT Leadership and Administration</p> <p>Classroom Walks</p>	<p>Materials, Time</p> <p>Professional Development in Engagement</p>

<b>Activity 5</b> Staff will continue to develop their PLC work to tighten the process and monitor data	PLC Survey Schedule of PLC Data Chats	SY 2023-2024	Administration ILT Leadership	Materials, Forms, Time
<b>Activity 6</b> Hire ELL Interventionist to support upper grade level students and staff in language development.	Language progress monitoring	SY 2023-2024	Administration ILT leadership ELL interventionist	Materials, Time, PD
<b>Activity 7</b> Set a building-wide expectation that students will speak in complete sentences and Develop a progress monitoring tool.	Language progress monitoring	SY 2023-2024	Grade Level PLT's ELL Interventionist	PD, materials, time
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. G2A1 - Registration for LETRS PD - \$22,000; Stipends for 25 teachers for 4 modules of LETRS training, \$1000 stipends + benefits = (\$1000 per module x 25 teachers) \$100,000 + \$25,000 benefits = RAD				
2. G2A2: Paraeducators to support foundational literacy in reading, writing and math = 7@\$47438 = \$332,066; wages = \$28245/EA, benefits = \$19,193/EA; = RAD				
3. G2A3: PD and Materials from RAD for Framing Your Thoughts writing curriculum = \$5,760; wages/benefits for after contract hours for PD = \$5,000 for materials				
4. G2A5: PLCs at Work PD Registration, Hotel and Travel = \$7,000				
5. G2A6: EL Interventionist, 25% of salary from RAD (23% ES Comprehensive, 52% MS High Poverty) = \$13,776, benefits = \$6,416 = \$20,192				

- 6. G2A7: Language Strategy Materials/Supplies - \$5,000 = TBIP
- 7. Instructional Leadership Team monitoring goals - Culture/Climate Grant/ESD 105 = \$7,500
- 8. Decodable books, LETRS posters and teaching reading supplies/materials, Framing Your Thoughts Manuals - RAD = \$10,000

5c. SY 2023–2024 SMARTIE Goal #3

**Goal 3: Math**

HES	Current % at Benchmark 2022-23	2023-24	2024-2025	2025-2026
SWD	10%	20%	30%	40%
ELL	12%	22%	32%	42%
NA	21%	31%	41%	51%
All Students	25%	35%	45%	55%

***In order to increase math achievement for ELL, SWD and NA, we will focus on developing number sense and fluency in order to develop greater problem solving skills. We will focus on reading and understanding real world math problems and applying the mathematical practices through NCTM effective teaching practices. We will increase the percent of students at or above benchmark by 10% each year during the 2023-2026 school years. As measured by iReady Math Growth scores, and common formative problem solving assessments.***

*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</i>	<i>What short- and long-term data will be collected to</i>	<i>What was / is the projected length of time of this activity?</i>	<i>Who (what team or individual) will be responsible</i>	<i>What resources will be used to implement this activity toward</i>

<i>implement in order to have impact toward achieving this goal?  Who, specifically, will benefit from this practice/activity?</i>	<i>measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>for implementing, measuring, and adjusting the activity?  Who else will be involved?</i>	<i>reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
<b>Activity 1:</b> Professional Development in developing numbers sense and fluency to develop greater problem solving skills.	iReady Math Scores  Common Formative Assessments  Grades 3-6 Standards Mastery Assessment	SY 2023-2024	Administration  ILT Leadership	Professional Development support from ESD 105  Materials  Time
<b>Activity 2</b> Develop a schedule of intervention and professional development to assist teachers in identifying intervention needs.	iReady Math Scores  Common Formative Assessments  Grades 3-6 Standards Mastery Assessment	SY 2023-2024	Administration  ILT Leadership	Professional Development support from ESD 105  Materials  Time  Professional Development on the use of iReady Standards Mastery tools.
<b>Activity 3</b> Professional Development in Engagement practices following the UDL framework and language development.	Student surveys	2023-2024	Administration  ILT Leadership	Materials, Time  Professional Development in Engagement
<b>Activity 4</b>	PLC Survey	SY 2023-2024	Administration	Materials, Forms, Time



Staff will continue to develop their PLC work to tighten the process and monitor data with bi-monthly data chats with administration.	Schedule of PLC Data Chats		ILT Leadership	
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. G3A1: Materials for Math PD, Book Study Book - RAD = \$1,500				

<b>5d. SY 2023-2024 SMARTIE Goal #4:</b>				
<b>Goal 4: Discipline</b>				
HES	<b>Current % at Benchmark 2022-23</b>	2023-24	2024-2025	2025-2026
Major Referrals	37%	27%	17%	7%
Minor Referrals	63%	53%	43%	33%
Male Referrals	25%	20%	15%	10%
<p><b><i>In order to decrease office discipline referral rates, we will monitor Tier I, Tier II and Tier III office discipline referrals, plan and implement teach-to's for behavior expectations three times per year and reteach expectations formally as data indicate. We will use PBIS rewards to provide incentives for students and staff during the 2023-2026 school years. We will decrease the percentage of major and minor referrals by 10% each year and decrease the percentage of referrals for male students by 5%. As measured by monthly discipline reports monitored by the Tier I and Tier II teams and TFI scores three times per year.</i></b></p>				
<p><i>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.</i></p>				

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><b>Activity 1</b> 30 minutes daily SEL time built into the master schedule</p>	<p>Discipline Referral Data</p> <p>PBIS TFI</p>	<p>SY 2024-2024</p>	<p>Lead Counselor</p> <p>Administration</p>	<p>Second Step Curriculum</p> <p>Professional Development for new staff and ongoing PD for returning staff.</p>
<p><b>Activity 2</b> Professional Development in Engagement practices following the UDL framework and language development..</p>	<p>Student surveys</p>	<p>SY 2023-2024</p>	<p>Administration</p> <p>ILT Leadership</p>	<p>Materials, Time</p> <p>Professional Development in Engagement</p>
<p><b>Activity 3:</b> PBIS Lessons conducted three times a year, after breaks and as needed as demonstrated by referral data.</p>	<p>PBIS teach-to Lessons calendared.</p> <p>Progress monitoring of SEL lessons</p>	<p>SY 2023-2024</p>	<p>PBIS Tier I Team</p>	<p>Materials, Time, Second Step Curriculum</p>
<p><b>Activity 4:</b> PBIS Rewards system to enhance positive praise</p>	<p>PBIS Rewards Program</p> <p>Participation Reports</p>	<p>SY 2023-2024</p>	<p>PBIS Tier I Team</p> <p>Administration</p>	<p>PBIS Reward System</p>

and reward positive behaviors.				
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1.	G4A1: PD on Second Steps Curriculum, wages/benefits after contracted time for new staff - RAD = \$5,000			
2.	G4A4: PBIS Rewards System - ES Comprehensive = \$2,500			

## 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
<b>Basic Education</b>	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> <b>District Student Data Clerk (Truancy Support) wages/benefits; curriculum, materials and supplies; collaboration time for student instruction and support</b>
<b>Title I, Part A</b>	To provide all children a significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	<b>District Teacher Mentor wages/benefits, Colleague Mentor stipend/benefits, professional development registration, wages/benefits and travel (district instructional strategies, new teacher support, Professional learning teams, school improvement related PD, inclusionary practice PD), Family Engagement Activities, intervention supplies and materials, tutoring, possible summer school</b>
<b>Title II, Part A</b>	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<b>1st and 2nd year teacher support, District instructional expectations and increasing rigor PD, administration support and coaching, Student trauma and Mental Health PD</b>
<b>Title III</b>	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.	<b>Independent Contractor Support For District EL Program/Plan and coaching for EL Specialist (high school) and EL Interventionist (elementary/middle school); outside of contracted time wages/benefits for data analysis, Professional Development, ALD curriculum PLT wages/benefits after contracted hours</b>
<b>Title IV, Part A</b>	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	<b>Transferred into Title III</b>
<b>Learning Assistance Program (LAP)</b>	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	<b>District Attendance Clerk wages/benefits; Tier I Team wages/benefits outside of contracted time; reading/math intervention materials; technology to support interventions; intervention PD registration and travel; SEL Counselor wages and benefits (10% LAP, 90% LAP High Poverty for Elementary School); EL Interventionist wages and</b>

## 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
		benefits (30% LAP High Poverty for Elementary); 4 elementary school paraeducators wages and benefits (LAP)
Local Funds	Local levy revenue may be combined in schoolwide programs.	Local funding supports all school programs in all buildings.
Other Funding Sources, including School Improvement Grant Funding	<p>RAD</p> <p>Comprehensive Plus</p> <p>Culture/Climate Grant Funding/ESD 105 partnership to improve building culture/climate</p> <p>Attendance/Reengagement Grant to improve student attendance and reengagement in school</p>	<p>Principal lead/grant facilitator; Behavior Tech, \$44,684 wages, \$15,640 benefits (concentrated on student social-emotional learning and behavior modification to increase academic learning) This position will be part of our Tier II planning and student supports for our MTSS system; Paraeducators to support foundational literacy in reading, writing and math = 7@\$47438 = \$332,066; wages = \$28245/EA, benefits = \$19,193/EA; EL Interventionist, 25% of salary (23% ES Comprehensive, 52% MS High Poverty) = \$13,776, benefits = \$6,416 = \$20,192; Registration for LETRS PD, 25 teachers; Stipends for 25 teachers for 4 modules of LETRS training, \$1000 stipends + benefits = (\$1000 per module x 25 teachers) (\$100,000 + \$25,000 benefits; Framing Your Thoughts for writing instruction, decodable books, LETRS posters and teaching reading supplies/materials \$10,000</p> <p>New Teacher Support, \$6,900; EL Interventionist wages/benefits (23%), \$18,540; Generation Wellness PD, 22,500; PBIS Rewards System, \$2,500; Supplies/Materials for PD and classrooms, \$1,540 (\$51,980 + \$3020 indirects = \$55,000)</p> <p>Bimonthly Instructional Leadership Team meetings; Inclusionary practices PD and materials</p> <p>Supplies/materials for monthly recognition assemblies</p>