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: Davis Elementary	**1g. Grade Span:** pre-k- 5th **School Type: Elementary**
1b. Principal: Mark Ferraro	**1h. Building Enrollment:** 738
1c. District: College Place School District	**1i. F/R Percentage:** 57.7%
1d. Board Approval Date: October 2023	**1j. Special Education Percentage:** 17.9%
1e. Plan Date: August 2023 – June 2024	**1k. English Learner Percentage:** 19.4%

1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Comprehensive

Section 2: School Leadership Team Members and Parent-Community Partners
Please list by (Name, Title/Role)

Mark Ferraro, Principal	Anne Christians, Math Specialist
Chris Plucker, Assistant Principal	Stacey Babcock, Social Worker
Sara Moran, Reading Specialist	Fabiola Gutierrez, Secretary

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Irene Randow, Kindergarten Teacher	Claire James, 5th grade Teacher
Jessica Maher, 1st Grade Teacher	Thyra Hinshaw, Special Education Teacher
Carly Rada, 2nd Grade Teacher	Margret Berg, ELL Specialist
Jason Grove, 3rd Grade Teacher	Courtney Amick, Parent

Section 3: Vision and Mission Statement

Davis Vision   Our vision is to champion rigor* and joy* for every student, in every classroom, every day.

Davis Mission   "Our mission is for students to engage in effective academic instruction focused on reading, writing, and mathematics that is relevant, systematic and grounded in a culture of inquiry."

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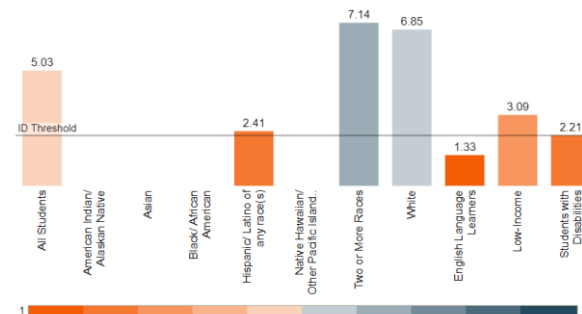
Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the Comprehensive Needs Assessment Toolkit found on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

Student Populations

Davis Elementary
2022 Run
Overall Framework Score by Student Group

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?
Based on our Washington State Framework based on student groups located on the OSPI website, it is noted that our English language learners fell short of the ID threshold of 2.19 by 0.86 points. We are slightly above the 2.19 threshold in students with disabilities, Hispanic/Latino of any race (2.41) and Low income of 3.09. Our attendance took a drastic drop to 54% regular attendance rate. 52.3 % of our English language learners had 2 or fewer absences as compared to 54.6% of our non-English Language learner. There was bigger discrepancy between our low-income students (48.3%) and our non-low-income students (61.8%).

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.
In prior years our attendance has been a strength, 2022 is this is the first time we have seen a significant drop as opposed to other years. We have always averaged approximately 87% to 90% prior to the Covid outbreak. Our notices are our low English language is an area with the largest gap for passing the Washington State SBA testing in English. We believe we need to strengthen our social emotional learning in order to strengthen our core instruction. We have established a need for stronger phonics intervention in K-3 to help our students' close gaps. Providing a stronger foundation for all our students will be beneficial in all student categories.

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?
   Davis Dragon students possess a kindness and welcoming attitude towards each other and community members. We work on breathing FIRE (friendliness – Integrity – Responsibility – Engagement) Students accept students with disabilities and or have differences. Students vary in academic skills but exhibit understanding towards others to foster support. Our students thrive in helping others and a desire to lead.

   b. What challenges do they face?
   We continue to monitor our Dragons mental health and wellbeing. We have several low-income families that may also have a split household, a single parent household or live with a relative. We have over 700 students within our school, which can that has benefits and challenges for building relationships.

      c.   What are some important relationships in their life?
           Family, teachers, and peers are important relationships.

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.**
      Though we are not a targeted assistance program students are selected for programs based on multiple sources. The first source is data from district and stated assessments including MAP, iReady, DIBELS, CORE phonics survey, and SBA. Second step is we use intervention placements from previous school year. Lastly, we review teacher recommendation based on in class performance of the students.

   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.**
      Students are first ranked based on being below grade level standards. Next, students are ranked by failing or at risk of failing benchmark and/or state assessments.

   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 data is used to monitor progress towards intervention needs. Data is collected weekly with in-program progress monitoring tools, monthly with district approved test (DIBELS & mCLASS Math), and three times per year with district assessments (iReady and/or MAP). Data will be used throughout the year to manage and regroup students in response to progress ultimately leading to exiting the program when meeting grade level standards.

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?
   Our vision statement serves as an overarching goal or direction that Davis aims to achieve. The vision is to champion rigor and joy for every student, in every classroom, every day. This is a commitment to providing high-quality education that combines academic rigor with a sense of joy and engagement for all students. To ensure we live our vision we reflect and build on our culture throughout the year. Our actions are based on the following:
   1. Inclusive and supportive environment: The school should foster a culture of inclusivity, where every student feels welcomed, respected, and valued.

2. Individualized support: Recognizing that students have diverse learning styles and needs, the school should provide individualized support to ensure that every student can succeed.
3. Rigorous and engaging instruction: Teachers design lessons that promote critical thinking, problem-solving, and creativity.
4. Collaborative and professional culture: The school should foster a collaborative culture among staff members, where teachers, administrators, and support staff work together to achieve the vision.
5. Assessment and feedback: Regular assessments can help monitor student progress and identify areas for improvement.

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 learning/support Areas Identified:
   1. How to conduct and work through a successful professional learning community (PLC) – All Staff & Administration)
   2. Professional learning in Math – ELA – Successful attendance – SEL – CCDEI (All Staff and Administration
   3. Train and Implement new phonics program (UFLI k-2)
   4. Monitor the implementation on walk throughs of the UFLI in classrooms

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?
   1. As a staff we studied the Science of Reading (Teachers asked for the training and modified their instruction) Based on the training staff better understood the need for more phonics at various levels. This led to the pilot of UFLI and several teachers requesting the resources based on need and successes they collaborated about during the pilot.
   2. We model Purposeful People lessons for staff to implement with students. (we implemented a time in our schedule for teachers to work with students and we walk through to observe and participate). Administrators conduct walk throughs during the Purposeful people lessons, interact with students, engage in the lesson which includes listening and participating.
   3. Peer training: We have in-house teacher who lead in reading, Math, Writing and SEL. (Staff buy in as they become the expert from prior trainings)
   4. Implementation of the Panorama screener (still working on this being effective – Teacher needing training)

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?**
   Though we are not a targeted school: As Davis Administration, we provide professional development to staff based on the need of our students and or needs of our staff. We use the Panorama screener to learn about students social emotional needs. We analyze data with student absences (excused and unexcused). We dissect academic data (SBA, MAPS, Dibels, and next year I-ready to learn about our students learning gaps and or extension needs. Examples for the past year are...
   1. **Professional Development days (all staff) 16 hours of Principal directed time on**
      A. **Social Emotional Learning (Character Strong)**
      B. **Prior Year SBA Data – How to read the data & needs of the students**
      C. **Finding our purpose as a teacher**
      D. **Civil Rights/ Culture playbook**
      E. **Math (Essential Standards at each grade level)**
   2. **Professional learning Days in October and February**
      a. **SEL Building Confidence in ourselves and our students**
      b. **Data Dives (maps, Dibels)**
      c. **Building a positive culture**
      d. **Summer learning opportunities SIOP in the summer.**

   3. **Professional Learning Communities (Fridays)**
      i. **Grade Level : Using Data, learning from each other, communication**
      ii. **District Wide: The CP Way "Culture Playbook"**
      iii. **Principal Directed: Social Emotional work, Math & ELA guidance**
      iv. **Content specific: Math, ELA, Science**

b. **How will the professional development activities benefit the students receiving targeted assistance services?**
   a. **Staff is guided through understanding data. They are provided thought provoking questions to help them brainstorm ideas of support in order to plan**. **We utilize our teacher specialists to guide the reflection and understanding of data. Strategies are presented by the specialist to assist in the planning of future lessons.**
   b. **SEL work is modeled for staff to implement the same lessons within their classroom.**
   c. **As a staff we discus and reflect on why we are educators and build on establishing passion and confidence in our teacher so they can in turn establish confidence in students.**

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.
   We are currently having a MTSS team working to help develop and train staff about the Tiers of assistance. We are learning to use the panorama screener. We scheduled time in our master schedule for all teacher to provide SEL to their students using character strong. We have developed a PBIS team that conduct book studies. They work as a team and lead out the book study with other staff members. All books have been social emotional based such as "Help for Billy" to assist in understanding the needs of our students. We currently have a social worker and a school counselor to work with our students and provide support. We are working on strengthening our Tier 1 and Tier 2 supports.

	Tier 1	Tier 2	Tier 3
Davis	**Academics** ELA curriculum - Benchmark Advance Math curriculum - 21st Century iReady math screener DIBELS progress monitoring MAP **SEL/Behavior** Purposeful People FIRE acronym (Friendliness, Integrity, Responsibility, Etc.) FIRE team Student of the month 21st Century Red Ribbon Week Golden Spatula FIRE tickets Panorama screener **Attendance** Purposeful People FIRE	**Academics** WIN Reading WIN Math **SEL/Behavior** SEL groups - emotional regulation based on panorama data Zones Groups Mariposa- girls Friends Program CICO Breaks Focus Room **Attendance** CICO Parent meetings to address obstacles to attending/parent needs	**Academics** WIN + more Reading WIN + more Math **SEL/Behavior** Counseling with Stacey Backpack bridge CICO Scheduled breaks Behavior intervention plans **Attendance** Community Engagement Board

2. How did your school identify these areas of strengths and improvement?
   Student and staff surveys. Use of the Panorama

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
   We currently have a social worker, a nurse and a counselor within our building who connects with several community organizations.
   a. Utilize Comprehensive WISE Program
   b. BMAC – Distribution of food (Weekly)
   c. WWU Eden's Pantry – We collect food within our community and work with families to receive food
   d. Walla Walla Health Department
   e. Friends – Older student – adult mentors for over 60 students
   f. Anchor Point Counseling – Social worker serves about 10 students at Davis as well as other students in the district
   g. Carnegie Picture labs – Therapy art sessions
   h. College Place Preventions coalition

i. Blue Zones on health Sustainable Living Center (Schoolwide)

We collaborate with the personnel in the comprehensive program, which has ties to the WISE program to serve our students and families. We currently have approximately 30 to 35 students who receive food back on a weekly bases for over the weekend. We have connected several low-income families with Eden's Pantry for assistance

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)?

We have developed a positive relationship with our community as our survey results show we are considered have a positive and welcoming school environment. We will work towards strengthening our community relationship to foster a stronger importance in attending school regularly. We will be looking to strengthen our parent education on regular attendance.

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?**

      We are a title wide school but our program coordinates with core teachers by supporting students in gaining the skills needed to make the core curriculum more accessible. We use of Professional development days, PLC's and trainings throughout the year.

   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?**

      We ensure all students that are in need of supports receive services by making data informed decisions when identifying students. The data is pulled from academic district assessments, groups based on need are formed by specialists with teacher input, intervention programs are provided, monitored and adjusted throughout the year.

   c. **How do you support transitions between grade spans?**

      Student data along with performance in class and intervention groups is used to move students into the appropriate programing from one grade to the next.

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

      Yes, electives (specials at our level, are separate from core and intervention time.

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?**
Families are conferenced with and provided data on student performance during conferences and through report cards. Along with data families are provided with information on strategies and activities to support their child at home. We have Family night families learn how to play together, read together and become a partner in student learning. Our Spring conference attendance were in person and had approximately 90% of our families show up. Our family night was attended by approximately 400 people (adults & Children)

b. **How will you evaluate your parent and family engagement strategies? How will you know if they are working?**
Parents and families are asked to complete a survey which provides feedback to staff. This information is used to help plan future family engagement strategies. We will know if our strategies are working if we receive positive feedback and if students are showing growth.

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.

In 2021-2022 our regular attendance over all students was 54%. The breakdown of subgroups are as follows:

English language learners 52.3%, non-English language learners 54.6%. Our migrant students attended 45.2% while our non-migrant students were 54.6%. Students with disabilities 49.5% while our students without disabilities was 54.9%. Our biggest disparity is our low-income students attended 48.3% while non-low-income students attended 61.8%. Our need is to address the attendance of all categories but with a stronger focus on our low-income students and English language learners to promote more class time for growth in the classroom.

5a. SY 2023–2024 SMARTIE Goal #1:

Our targeted population of low-income families will increase attendance from 48.3% to 55% regular attendance. Our English language learner population will increase from 52.3% to 57 % regular attendance. With the increase focus our two focused subgroups our overall student's regular attendance should grow 54% to 80% for the 2023-2024 school year.

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
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?*	*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?*	*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?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
Activity 1 Educating our students and families on chronic Absences and the	We will collect data on absences weekly beginning in the early months of fall 2023	Yearlong Plan Weekly – (for monitoring, communication, clarification	Lead – Principal/ Vice Principal	OSPI materials on Improving Attendance & Engagement

benefits of regular attendance. We will develop a strong Tier One attendance plan as part of our MTSS system; integrate attendance into our MTSS as part of our SEL	to set a baseline for each group indicated in our goal. We will review/reflect and act on absences each month. Data will be collected in the following manner: Weekly – (for communicating with parents, to access clarification and understanding of absences. We will also encourage attendance) Trimester – (Celebrations and goal setting for next Trimester) Yearly – (to celebrate and better understand patterns for future goals)	and understanding of absence) Monthly meetings with a team to work with students and families Trimester – For monitoring, Celebrations and goal setting for next Trimester Yearly – For monitoring to celebrate and better understand patterns for future goals.	Weekly (Implementation and Data collecting) Counselor/Secretary Review- Principal Vice Principal Team Trimester – Implementation and Data collecting by Counselor/Secretary Review, measure and adjustment Principal/Vice Principal & Planning Team Yearly - Implementation and Data collecting by Counselor/Secretary Review, Measure and adjustment by Vice Principal and PBIS Team	The Website Attendance Works Family Engagement Nights
Activity 2 Celebration, recognition & Incentive Wall	Student with less than 5 absences in a trimester. Students with less than 10 in a school year.	Monthly attendance will receive acknowledgement	School Counselor will be the lead	Announcements, FIREcast videos, PTA

Work with students to set their own goals in attendance that is attached to an incentive system to honor success		Trimester attendance will receive incentives Yearly attendance will receive acknowledgement, incentive and certificate		Utilize OSSI money to provide incentives for students who improve their attendance.
Provide a screener (Panorama) to assess student SEL Needs. Use Purposeful people lessons within the classroom Small groups sessions that target the needs of a group's social emotional needs	Screen students 3 time a year for social emotional levels 3 to 5 times a week 4-6 week lessons (1 to 3 times a week)	September – January and April. Aug – June Sept – June	Social Worker Teachers School counselor	Purposeful People Panorama Screener Family Engagement Night

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

1. PTA funds, building funds, OSSI funds for incentives. (Approximately $2500 per Trimester for a total of $7500)

2. Building funds for certificates

3. OSSI Funds Time for MTSS & PBIS Team to meet in order analyze, reflect and plan for improvement and make connections with families. (Approximately $4000 for the school year)

5b. SY 2023–2024 SMARTIE Goal #2:
We will establish our baseline scores in Increase i-Ready English Language Arts in the fall of 2023. We will increase our overall student proficiency by 8% by winter testing (Jan. 2024). We will again use our Winter 2024 scores to increase an additional 8% by

Spring of 2024. A specific focus for improving scores of low-income students and English language learners by 10%, which should increase their Smarter Balanced assessment scores in Spring.

By providing targeted interventions we should see our 2024 ELA SBA scores move from 47.7% overall to 52% passing. Our English language learners to increase from 18.3% to 25% and our low-income students to increase from 33.7% to 38% in English Language Arts.

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
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?*	*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?*	*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?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
Activity 1 Professional Development in ELA	Writing Training will be provided to all teachers by three in-house teachers who have expertise.	Aug – May	3 Teacher Leaders	PLC's
Activity 2 Provide targeted interventions, resources, and support to low-income students and	Dibels placement Teachers will check for fluency 2 x month Reading Intervention	Sept. – Jan – May Yearlong Aug – May Weekly	Title Reading Specialist	Dibels Hot Reads Core Phonics Rewards

English language learners that are designed to improve their proficiency in i-Ready English Language Arts. Collaborate with teachers, administrators, and other stakeholders to ensure these interventions are effective and feasible.	Phonics	Weekly		UFLI
Team Progress Monitor meeting targeting ELL, Sped and low-income groups (administration, specialist, teacher and Support staff)	Two-week progress monitoring on Mastery of skills (iready My Path) ta	2 x a month	Title Reading Specialist	My Path skills curriculum

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

1. General Education Funding

2. Title Funding

3. OSSI funds (OSSI $7000.00 for working with staff K-5) Professional Development that would adjust yearlong plan and embed opsi interim tests for PLC collaboration meetings

5c. SY 2023–2024 SMARTIE Goal #3:

We will establish our baseline scores in Increase i-Ready Math in the fall of 2023. We will increase our overall student proficiency by 8% by winter testing (Jan. 2024). We will again use our Winter 2024 scores to increase an additional 8% by Spring of 2024. A

specific focus for improving scores of low-income students and English language learners by 10%, which should increase their Smarter Balanced assessment scores in Spring.

By providing targeted interventions we should see our 2024 Math SBA scores move from 42.4% overall to 52% passing. Our English language learners to increase from 16.7% to 25% and our low-income students to increase from 31.6% to 38% in Math.

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
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?*	*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?*	*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?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
Activity 1 Professional Development on the new curriculum (I-Ready)	We will collect data on staff understanding and need for more assistance 2 times throughout the year	Yearlong Aug – May	Title Math Specialist	We will utilize Professional Development Days, PLC time and after school
Activity 2 Ensure that the interventions,	Diagnostic I-ready Test Amplify Math K-2	Sept. – Jan – May Sept. – Jan – May	Title Math Specialist	I-ready Curriculum Amplify

resources, and support provided to low-income students and English language learners are tailored to their specific needs and capabilities, making them achievable and feasible. Collaborate closely with teachers, administrators, and other stakeholders to monitor the effectiveness of the interventions and make necessary adjustments to ensure progress towards meeting the goal of improving i-Ready Math proficiency. I-ready for Core Math	My Path progression Data Intervention Data	Monthly Monthly		I-Ready Bridges

Team Progress Monitor meeting targeting ELL, Sped and low-income groups (administration, specialist, teacher and Support staff)	Two-week progress monitoring on Mastery of skills (iready My Path) ta	2 x a month	Title Math Specialist	My Path skills curriculum

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

1. General Education funds

2. Title Funding

3. OSSI Funding (OSSI $7000.00 for working with staff K-5) Professional Development on priority standards, how they fit into the new i-ready curriculum, creating a yearlong plan that imbeds ospi interim tests for PLC collaboration meetings

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.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* Master Schedule will allow for grade level prep time for collaboration within each day. PLC trainings on each Friday morning for 1 hour. Professional Development Days 2 before school, 2 half days in the school year (Oct. & Feb)
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.	We conduct a walk to read and math for our intervention time. Intervention time ranges from 30 minutes to 45 minutes based on need. Groupings are flexible and monitored to meet student need. Our professional development will focus on strengthening our core instruction in Math, Reading, and Writing
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* Summer Training offerings of SIOP Math Professional Development throughout the year (PD days & PLC's) ELA training throughout the year using PD days and PLC's)
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.	*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.*

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
		Summer Conferences Summer SIOP Training
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	All Students K-5 receive a technology elective for 40 minutes a week
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	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.* Reading Specialist, Math Specialist, Paraprofessionals
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.