OSPI School Improvement Plan 2022–2023
Addendum for LEAs Developing a
Title I, Part A Schoolwide or Targeted Assistance Plan

Title I, Part A Plan Directions-Use this optional document to complete and attach the following to the OSPI 2022-23 SIP:

1) Comprehensive Needs Assessment-Utilize Needs Assessment Summary Document template shown below

The comprehensive needs assessment directs a building to collect and analyze student data. 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.

In their needs assessment, schools should describe their students' demographics, levels of achievement (academic and language proficiency), parent family engagement, atmosphere, and staffing. (**Note**: For Title I, Part A SWP purposes, be sure to attach a summary of the CNA to the SIP.)

2) Schoolwide Reform Strategies-Addressed in OSSI 2022-23 template (Use SMARTIE goals to describe how the school will accomplish each goal addressing student needs.)

3) Activities to Assure Additional Assistance-Addressed in OSSI 2022-23 template (Use SMARTIE goals to identify the Reform Strategies/Activities used to address student needs. Specifically, what evidence-based practices will be used to impact student learning?)

4) Coordination/Blending and Integration of Funds-Utilize Coordination and Integration of Funds Matrix template shown below

A school operating a Title I, Part A schoolwide program has the flexibility to consolidate federal funds as well as some state and local funds under the plan. If a school is identified for comprehensive or targeted support, the intent must align to the school improvement efforts.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Consolidating funds in a schoolwide program means that a school treats the funds it is consolidating as if they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identities and the school has one flexible pool of funds. The school may use this pool of funds to support any activity of the schoolwide program as long as the original intent and purpose of the funds are met. By consolidating funds in a schoolwide program, a school may more effectively design and implement a comprehensive plan to upgrade the entire educational program in the school.

TITLE I, PART A PLAN (SY 2022-2023)-ADDENDUM

Directions: Download this form; complete it; keep for regulatory purposes. LEAs may also choose to upload this optional template as an attachment to OSSI SIP. If you choose not to use this template, be sure to have information required by ESEA available for monitoring purposes.

Component One: Needs Assessment Summary

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, best practices, goals, PBIS, MTSS, Parent Family Engagement, and activities that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

Note: If you are a Title I, Part A Schoolwide program, please address in your needs assessment the programs you have combined/blended to meet their intent and purpose in your schoolwide model. (Schoolwide Component #4: Coordination/Blending and Integration of funds).

Note: If you are a Title I, Part A Targeted Assistance Program and you have submitted a needs assessment Summary to OSSI, please still complete the questions below in blue.

Provide answers to the following questions. For additional questions to guide your thinking, please refer to 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?

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.

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?

b. What challenges do they face?

c. What are some important relationships in their life?

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.

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.

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?

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?

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)?

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?

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

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.

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

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

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)?

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.

Sample Plan Illustrating How to Combine Funds in Schoolwide Plan-These are the programs commonly combined in a Schoolwide Plan. This is not the only set of program funds that may be combined.

SW Matrix		
Program	**Amount Available**	**How the Intents and Purposes of the Program will be Met**
Basic Education	$1,719,026	To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed. Basic education funds are combined to support the activities listed above. Examples include classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.
Title I, Part A	$269,477	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education, and to close educational achievement gaps.
Title II, Part A	$33,118	Preparing, training, and recruiting effective teachers, principals, or other school leaders.
Title III	$17,855	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. Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.
Learning Assistance Program (LAP)	$100,000	To coordinate the use of state Learning Assistance Program (LAP) revenue if it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements.
Local funds		Local levy revenue may be combined in schoolwide programs.
Total	$2,139,476	

Template Matrix for Combining Funds to Support Our Schoolwide Program

Program	Amount Available	How the Intents and Purposes of the Program will be Met
Total		