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, WAC 180-16-220, ESSA, and The Office of System and School Improvement.
All schools are required to have a school improvement plan, but they do not have to use this template.

For technical assistance on how to complete this template, please refer to the Consolidated Improvement Plan Implementation Guide.

Section 1: Building Data

1a. Building: Click or tap here to enter text.	**1g. Grade Span:** Click or tap here to enter text. **School Type:** Click or tap here to enter text.
1b. Principal: Click or tap here to enter text.	**1h. Building Enrollment:** Click or tap here to enter text.
1c. District: Click or tap here to enter text.	**1i. F/R Percentage:** Click or tap here to enter text.
1d. Board Approval Date: Click or tap here to enter text.	**1j. Special Education Percentage:** Click or tap here to enter text.
1e. Plan Date: Click or tap here to enter text.	**1k. English Learner Percentage:** Click or tap here to enter text.

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

Choose an item.

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

Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

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Section 3: Vision Statement
Click or tap here to enter text.

Section 4: Culture of Equity Description/Statement
Click or tap here to enter text.

Section 5: PLAN/NEEDS ASSESSMENT (SY 2020-2021) COMPONENT #1: 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 (Section 7 & 13), and activities (Sections 8 & 14) that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

Note: **Schoolwide:** 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: Targeted Assistance: Schools that submitted a needs assessment Summary to OSSI on January 11, 2020 do not need to resubmit this information in Sections 5 and 6 unless they are a Title I, Part A Targeted Assistance Program.
If you are a Title I, Part A Targeted Assistance Program <u>and</u> 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 <u>website</u>.

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?

    Click or tap here to enter text.

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.

    Click or tap here to enter text.

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?

        Click or tap here to enter text.

    b.   What challenges do they face?

       Click or tap here to enter text.

    c.   What are some important relationships in their life?

       Click or tap here to enter text.

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.

       Click or tap here to enter text.

    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.

       Click or tap here to enter text.

    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?

       Click or tap here to enter text.

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?

Click or tap here to enter text.

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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)?

   Click or tap here to enter text.

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?

   Click or tap here to enter text.

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?

      Click or tap here to enter text.

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

      Click or tap here to enter text.

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.

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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)?

   Click or tap here to enter text.

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?

      Click or tap here to enter text.

   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?

      Click or tap here to enter text.

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

      Click or tap here to enter text.

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

      Click or tap here to enter text.

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 to your targeted assistance practices and strategies?

Section 5: PLAN/NEEDS ASSESSMENT (SY 2020-2021) COMPONENT #1: NEEDS ASSESSMENT SUMMARY)

Click or tap here to enter text.

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

Click or tap here to enter text.

Section 6: (SY 2020-21) PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work

☐ Washington School Improvement Framework	☐ English Language Proficiency Data (i.e. ELPA)
☐ WaKIDS	☐ Title III Data
☐ Smarter Balanced Assessment/Interim Assessment Blocks	☐ Special Education Eligibility/Disproportionality Data
☐ Universal Screening	☐ Special Education Placement Data (LRE)
☐ Progress Monitoring Data	☐ Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)
☐ Curriculum Based Assessments	
☐ Graduation Rate (1 Year, extended, etc.)	☐ Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)
☐ Credit Attainment	
☐ Stick Rate	☐ Stakeholder Engagement (e.g. focus groups with families)

Section 6: (SY 2020-21) PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work

☐ Student Mobility Data	☐ Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)
☐ Discipline Referrals	☐ Extra-curricular activities participation
☐ Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)	☐ Fiscal and Financial Data
☐ Restraint and Isolation Data	☐ (Other) Click or tap here to enter text.
☐ Time out of class (e.g., visits to nurse, counselor, etc.)	☐ (Other) Click or tap here to enter text.
☐ Healthy Youth Survey	☐ (Other) Click or tap here to enter text.
☐ School Climate data	
☐ Perceptual Data: (Local/Organization): Click or tap here to enter text.	

Section 7: PLAN

SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES
(COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)
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 Three - Practices and Strategies.
* Please use the following guidance of to support your reform goals and strategies: Menus of Best Practices and Strategies in ELA, Mathematic, and Behavior.

Goal/Priority #1 (G1)	Click or tap here to enter text.
Goal/Priority #2 (G2)	Click or tap here to enter text.
Goal/Priority #3 (G3)	Click or tap here to enter text.

Section 8: DO

SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/
COMPONENT 4 COORDINATION AND INTEGRATION)

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies. (Please use the following guidance to support your activities for mastery: Menus of Best Practices and Strategies in ELA, Mathematics, and Behavior.)

8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
A1)			
A2)			
A3)			

8e. Budget Table

Funded SY 2020-2021 Expenditure (Linked to Activity)	Funding Source	Funding Amount
A1)		
A2)		
A3)		

8f. (SY 2020-21) Component Four: Coordination/Blending and Integration of Schoolwide Funds Matrix

Matrix of blended funds within the Title I, Part A Schoolwide which should include your school improvement funds

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

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

Updated April 14, 2020 by Title I, Part A Office and the Office of System and School Improvement at OSPI

Section 9a: STUDY

(SY 2020-2021) Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study *(Prior to implementation) What evidence will you examine to evaluate if your activities are working?*	Click or tap here to enter text.

Section 9b: STUDY

(SY 2020-2021) (Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study *(SY 20-21) mid-year implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?*	Click or tap here to enter text.

Section 10: ADJUST

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.

(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Adjust *(SY 20-21) mid-year implementation) What adjustments to your activities are you making after examining the results of your progress monitoring?*	Click or tap here to enter text.

Section 11a: End-of-Year School Improvement Plan Review for SY 2020-2021

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

Please revisit and restate SY 20-21 Goals, Activities, Measures and Results/Progress described in your SIP (Sections 7-10) and provide an end-of-year assessment of your work so far.

High-Priority Goal #1:

Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).

High-Priority Goal #2:

Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).

High-Priority Goal #3:

Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).

Section 11a: End-of-Year School Improvement Plan Review for SY 2020-2021

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

Section 11b: End-of-Year School Improvement Plan Review for SY 2020-2021

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

Section 11a: End-of-Year School Improvement Plan Review for SY 2020-2021

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

Please assess strengths and challenges implementing activities for SY 2020-2021 as described in Section 11 above and identify potential adjustments and modifications along with additional sources of data for SY 2020-2021.

What were some strengths of the activities for at least one high-priority goal implemented this year?

What challenges did you encounter this year with implementing activities for at least one high-priority goal?

What adjustments and modifications need to be made towards at least one high-priority goal and its related activities for the upcoming academic year (SY 2020-2021)?

What additional sources of data, if needed, will be collected to monitor progress of those activities (for SY 2020-2021) to be adjusted or modified?

(SY 2021-2022) Section 12: PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work

☐ Washington School Improvement Framework	☐ English Language Proficiency Data (i.e. ELPA)
☐ WaKIDS	☐ Title III Data
☐ Smarter Balanced Assessment/Interim Assessment Blocks	☐ Special Education Eligibility/Disproportionality Data
☐ Universal Screening	☐ Special Education Placement Data (LRE)
☐ Progress Monitoring Data	☐ Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)
☐ Curriculum Based Assessments	☐ Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)
☐ Graduation Rate (1 Year, extended, etc.)	
☐ Credit Attainment	
☐ Stick Rate	☐ Stakeholder Engagement (e.g. focus groups with families)
☐ Student Mobility Data	☐ Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)
☐ Discipline Referrals	
☐ Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)	☐ Extra-curricular activities participation
☐ Restraint and Isolation Data	☐ Fiscal and Financial Data
☐ Time out of class (e.g., visits to nurse, counselor, etc.)	☐ (Other) Click or tap here to enter text.
☐ Healthy Youth Survey	☐ (Other) Click or tap here to enter text.
☐ School Climate data	☐ (Other) Click or tap here to enter text.
☐ Perceptual Data: (Local/Organization): Click or tap here to enter text.	

Section 13: PLAN

(SY 2021-2022) IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES
(COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)

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 Three - Practices and Strategies.
* Please use the following guidance of to support your reform goals and strategies: Menus of Best Practices and Strategies in ELA, Mathematic, and Behavior.

Goal/Priority #1 (G1)	Click or tap here to enter text.
Goal/Priority #2 (G2)	Click or tap here to enter text.
Goal/Priority #3 (G3)	Click or tap here to enter text.

Section 14: DO

(SY 2021-2022) (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/
COMPONENT 4 COORDINATION AND INTEGRATION)

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

14a. Activity	14b. Timeframe for Implementation	14c. Lead(s)	14d. Resources/Budget
A1)			
A2)			
A3)			

Section 14e. Budget Table

Funded (SY 2021-2022) Expenditure (Linked to Activity)	Funding Source	Funding Amount
A1)		
A2)		
A3)		

14f. (SY 2021-2022) Component Four: Coordination/Blending and Integration of Schoolwide Funds Matrix Matrix of blended funds within the Title I, Part A Schoolwide which should include your school improvement funds		
NOTE: All Title I, Part A Schoolwide programs must include a matrix of the combined blended funds for their schoolwide model.		
Program	**Amount Available**	**How the Intents and Purposes of the Program will be Met**
Total		

Updated April 14, 2020 by Title I, Part A Office and the Office of System and School Improvement at OSPI

Section 15a STUDY

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

(SY 2021-2022) (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study *(Prior to implementation) What evidence will you examine to evaluate if your activities are working?*	Click or tap here to enter text.

Section 15b STUDY

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

SY 2021-2022 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study *(SY 21-22) mid-year implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?*	Click or tap here to enter text.

Section 15c STUDY

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.

SY 2021-2022 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study *("End" of implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?*	Click or tap here to enter text.

Section 16a ADJUST

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.

SY 2021-2022 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Adjust *(SY 21-22 mid-year implementation)* *What adjustments to your activities are you making after examining the results of your progress monitoring?*	Click or tap here to enter text.

Section 16b ADJUST

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.

SY 2021-2022 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Adjust *("End" of implementation) How are you thinking about spreading, scaling, and/or sustaining what has been effective?*	Click or tap here to enter text.

Section 17a: End-of-Year School Improvement Plan Review for SY 2021-2022

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

Please revisit and restate (SY 21-22) Goals, Activities, Measures and Results/Progress described in your SIP (Sections 7-10) and provide an end-of-year assessment of your work so far.

High-Priority Goal #1:

Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).

High-Priority Goal #2:

Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).

High-Priority Goal #3:

Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).

Section 17a: End-of-Year School Improvement Plan Review for SY 2021-2022

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

Section 17b: End-of-Year School Improvement Plan Review for SY 2021-2022

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

Section 17a: End-of-Year School Improvement Plan Review for SY 2021-2022

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

Please assess strengths and challenges implementing activities for SY 2021-2022 as described in Section 11 above and identify potential adjustments and modifications along with additional sources of data for SY 2021-2022.

What were some strengths of the activities for at least one high-priority goal implemented this year?

What challenges did you encounter this year with implementing activities for at least one high-priority goal?

What adjustments and modifications need to be made towards at least one high-priority goal and its related activities for the upcoming academic year (SY 2020-2021)?

What additional sources of data, if needed, will be collected to monitor progress of those activities (for SY 2020-2021) to be adjusted or modified?