

Title II, Part A

Form Package 284 Progress Report

(Formerly End-of-Year Report)

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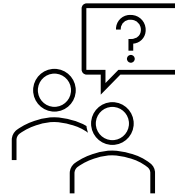
Coleen Putaansuu, Title IIA Lead Program Supervisor



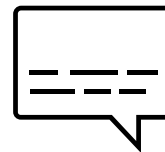
Logistics



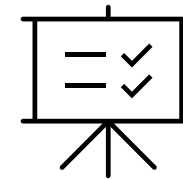
Zoom chat feature
for reactions



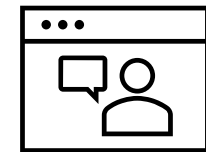
Zoom Q&A
to ask questions



Click the "Live Transcript"
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closed captioning



Slides will be posted to
[TIIA webpage](#)



Webinar recording will be
posted to [TIIA webpage](#)



Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Tribal Land Acknowledgement

We would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.

<https://land.codeforanchorage.org/>



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Title II, Part A

Purpose

- Increase student achievement consistent with state standards
- Improve the quality and effectiveness of teachers, principals, and other school leaders
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders



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Objectives



- How to access FP 284 in EGMS
- Which sections need to be completed
- How to provide quality impact data
- What to do if revisions requested
- Why FP 284 should be submitted sooner than later



Key Terms

Education Grants Management System (EGMS)	SY23-24: Federal grants moved from EDS to EGMS. SY24-25: State grants will move from EDS to EGMS.
Consolidated Grant Application (CGA)	Federal formula grants, such as Title IIA, are in the CGA. Formula, in this context, means the funding is based on pre-determined factors such as the count of children in the LEA's geographic boundaries.
Progress Report	Progress Report is the EGMS term for End-of-Year Reports.
Monitoring	In EGMS, the Monitoring tab is where Progress Reports are located.
Office Hours	LEAs can schedule office hours with Title IIA at a day/time that works for them; no need to “wait in line” while other LEAs are served first.



Who Needs to Complete FP 284?

FP 284 Required

- FP 284 must be completed by LEAs who accepted Title IIA funds during SY23-24

FP 284 Not Required

- LEAs who REAPed their Title IIA funds complete FP 367 REAP End-of-Year Report
- LEAs who transferred 100% of their Title IIA funds
- LEAs who did not accept their Title IIA allocation



FP 284 “Deadline”

May 1 – FP 284 Progress Report SY2023-24 Opens in EGMS

Progress Report SY 2023-24 **must** be approved before CGA SY2024-25 will be approved

CGA SY2024-25 can be started prior to Progress Report approval

Setting Up for Success




- What did we spend our TIIA funds on?
- What measurable goals did we submit in each of our plans?
- Where do we access our evidence and data?






How to Complete FP 284 Progress Report


FP 284 – Where to find in EGMS Dashboard


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Education Grants Management System

 Grants Portal 

 Opportunities Applications Grants **Monitoring**

 Search



All

Tasks

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Program Reviews



Payments

Reimbursements

Refunds


Reporting

Progress Reports




 Progress Reports - All 

Click 'Reset Table' under the menu icon to refresh the table's default values

1. Search: To find Progress Reports, search for the Subaward Title or EGMS ID




Showing 1 to 1 of 1 records

Subaward Title	Progress Report Title	Subaward ID	School	Due Date 	Status	EGMS ID	Actions
Consolidated Grant Application Test 2024	FP 284 - Title II, Part A - Supporting Effective Educators	AD--674		01/22/2025	Created	PR--GT--00242-013	 

Total Records: 1





FP 284 – Select Forms and Files Tab



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Education Grants Management System

 Grants Portal 

←

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Consolidated Grant Appl...

Consolidated Grant Appl...

Form Package Name - T...

FP 730 - OER Adaptatio...

FP 730 - OER Adaptatio...

Almira School District

Almira School District

Progress Report

FP 284 - Title II, Part A - Supporting Effective Educators

Cancel

Save

EGMS ID: PR--GT--00242-013

Status: Created

Subaward ID: AD--674

Created

Submitted to Grantor

Sent Back to Subrecipient

Submitted for Approval

Approved

* Required to Save ⚠ Required to Submit

Overview

Forms and Files




History

Collab

All Forms

Search...

Showing 1 to 1 of 1 records

Sequence Number ↑	Form Name	Is Form Validated?	Mandatory	Last Modified By	Last Modified Date	Actions
	FP 284 - Title II, Part A - Supporting Effective	No	✓	Ivan	04/25/2024 1:20 PM	  

Total Records:1

Progress Report Files

Add Files

* Records are sorted by Last Modified Date ascending order

Showing 0 to 0 of 0 records

Title	Classification	File Extension	Description	Actions
No Records Found				

Supporting Documents Checklist



FP 284 – Select Blue Pencil in All Forms Section

Progress Report

FP 284 - Title II, Part A - Supporting Effective Educators

CancelSave

EGMS ID

Status

Subaward ID

PR-GT-00242-013

Created

AD-674

✓

Created

Submitted to Grantor

Sent Back to Subrecipient

Submitted for Approval

Approved

* Required to Save

⚠ Required to Submit

Overview

Forms and Files

History

Collab

▲ All Forms




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Search...

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Showing 1 to 1 of 1 records



Sequence Number ↑	Form Name	Is Form Validated?	Mandatory	Last Modified By	Last Modified Date	Actions
	FP 284 - Title II, Part A - Supporting Effective	No	✓	Ivan	04/25/2024 1:20 PM	  


Total Records:1


FP 284 – Instructions for Completion


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Education Grants Management System

 Grants Portal 

 Opportunities Applications Grants **Monitoring**

 Search



All

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Consolidated Grant Appl...

Form Name
FP 284 - Title II, Part A - Supporting Effective Educators

Validate Edit Back

FP 284 - Title II, Part A - Supporting Effective Educators

Is Form Validated?	Last Modified Date	Last Modified By
No	04/25/2024 1:20 PM	Ivan

▲ Organization and Progress Report Information

Organization Name	Progress Report ID	Subaward ID
Almira School District	PR--GT--00242-013	AD--674
Subaward Title	Last Submitted Date	
Consolidated Grant Application Test 2024		

▲ Instructions

Use this form to report how Title II, Part A funds were used this year. Each plan that was approved on the Consolidated Grant Application will display on the tables below.


Complete each table by selecting the blue pencil icon, responding to each question, and pressing the save button. Be sure to use actual data when reporting the impact of the Title II funded activities. There will be space to record any changes made to each plan throughout the school year.

If a table is empty, no action is needed. Any changes not covered in the plans can be described in the Additional Use of Funds box.



For additional assistance or support navigating FP 284, contact the Title II, Part A team at title2a@k12.wa.us or (360) 725-6340.




FP 284 – Recruitment Section


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Education Grants Management System

 Grants Portal 

 Opportunities Applications Grants **Monitoring**

Q Search



All

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Recently Viewed

Consolidated Grant Appli...

Consolidated Grant Appli...

Form Package Name - T...

FP 730 - OER Adaptatio...

FP 730 - OER Adaptatio...

Almira School District

Almira School District

Form Package Name - T...

Form Package Name - T...

▲ Instructions

Use this form to report how Title II, Part A funds were used this year. Each plan that was approved on the Consolidated Grant Application will display on the tables below.

Complete each table by selecting the blue pencil icon, responding to each question, and pressing the save button. Be sure to use actual data when reporting the impact of the Title II funded activities. There will be space to record any changes made to each plan throughout the school year.

If a table is empty, no action is needed. Any changes not covered in the plans can be described in the Additional Use of Funds box.

For additional assistance or support navigating FP 284, contact the Title II, Part A team at title2a@k12.wa.us or (360) 725-6340.



▲ Recruitment Plans

This section shows the recruitment plan that your LEA proposed in the grant application. For each plan, please provide the progress made by the LEA.

No Records Found

▲ Induction Plans

This section shows the induction plan that your LEA proposed in the grant application. For each plan, please provide the progress made by the LEA.

Activities	Actual Outcome	Actions
Mentorship program for novice teachers beyond what the BEST program provides your teachers.		 

▲ Retention Plans

This section shows the retention plan that your LEA proposed in the grant application. For each plan, please provide the progress made by the LEA.

Activities	Actual Outcome	Actions
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FP 284 – Induction Section

▲ Induction Plans

This section shows the induction plan that your LEA proposed in the grant application. For each plan, please provide the progress made by the LEA.

* Records are sorted by Last Modified Date ascending order

Activities	Actual Outcome	Actions
Mentorship program for novice teachers beyond what the BEST program provides your teachers.		 

Induction Plan - Progress Details

Save

Required to Save

Required to Submit

▲ Induction Approved Activities

Title IIA funds were approved for these induction activities.
Mentorship program for novice teachers beyond what the BEST program provides your teachers.

*1. Were Title II, Part A funds spent on all these activities and only these activities?

--None--

2. If not, describe any changes made during the school year to this plan, including Budget Amendments.

▲ Induction Outcomes

Projected Outcome:
At the end of this year, all mentees will report feeling more effective in managing their caseloads per the annual mentee survey.

*3. Provide data to show the measurable impact these activities had on induction. For example, survey results from novice teachers showed 95% felt supported by their mentor.

*4. Does the LEA intend to fund these activities next year?

--None--



Save

FP 284 – Retention Section

Retention Plans

This section shows the retention plan that your LEA proposed in the grant application. For each plan, please provide the progress made by the LEA.

* Records are sorted by **Last Modified Date ascending order**

Activities	Actual Outcome	Actions
Affinity groups in the district, across school districts and regions to support diverse educators who otherwise might		 

Retention Plan - Progress Details

Save

*

 Required to Save

⚠

 Required to Submit

Retention Approved Activities

Title IIA funds were approved for these retention activities

Affinity groups in the district, across school districts and regions to support diverse educators who otherwise might be isolated in their positions(s); Pay differential, incentive, or bonus pay for effective and culturally competent teachers and principals. Requirements to receive extra pay must be provided to teachers and principals in writing and prior to receiving extra pay

*1. Were Title II, Part A funds spent on all these activities and only these activities?

--None--

2. If not, describe any changes made during the school year to this plan, including Budget Amendments.

Retention Outcomes

Projected Outcome:

1. At the end of the 2023-24 school year, all teachers of color will have signed contracts for the 2024-2025 school year. 2. Our special education teachers who receive differential pay will report increased workload satisfaction on the EOY employee survey.

*3. Provide data to show the measurable impact these activities had on retention. For example, 98% of teachers have a signed contract for the next school year.

*4. Will these activities be funded by Title II, Part A next year?

--None--



Save

FP 284 – Meeting State Standards Section

Meeting State Standards Plans

This section shows the meeting state standard plan that your LEA proposed in the grant application. For each plan, please provide the progress made by the LEA.

* Records are sorted by **Last Modified Date ascending order**

Activities	Actual Outcome	Actions
Implementation of New ELA Curriculum for Elementary: The ELA professional learning will further the instructional knowledge and application of ELA content as educators implement new core instructional materials—all in service of student learning. The plan is based on essential skills that students need, the professional expertise required of educators, the “best use” of resources, and the implementation of high-quality instructional strategies and practices applicable to the learning environment. Ongoing, professional learning will be provided for classroom teachers, ELA Leads, special education teachers, multilingual and Title 1 interventionists, and teachers of highly capable learners as we work to ensure Tier 1 instruction is optimized for all student learning. Activities will focus on how to apply the new ELA curriculum with writing instruction, early literacy foundational skills, small group instruction, and formative assessments to expand upon each child’s ability and progress in literacy. An assortment of ELA professional development (PD) sessions, over time, will scaffold and deepen teacher knowledge in service of student learning. Adult learning contexts will include district-based collaborative time, job-embedded coaching, PLCs, webinars and video sessions. Teachers will acquire new learning and strategies for their classroom and make instructional adjustments along the way. They will delve deeply into their instructional practice that involves whole group, small group/differentiated instruction, and one-on-one support with assessments. Utilizing Standards, Instructional Practices, and Assessments to Improve Math and Science: Professional learning for math and science will encompass several collaborative sessions with lead teachers in math and science. Standards and STEM practices will be provided within the adult learning environment to build content knowledge and instructional expertise. Teachers will study critical instructional practices, analyze key standards, apply and share new learning with fellow educators in their respective buildings. Math Leads will also engage in training on how to design effective classroom-based assessments that will inform instruction immediately and over time. Integration of Critical Concepts & Integration in Social Studies for Elementary: A team of social studies teacher leads will engage in professional learning that’s specific to Since Time Immemorial and Civics Education. To bolster student interest, relevancy and engagement in social studies, this group will collaborate and learn about critical social studies standards and topics using STI and civics resources available from OSPI. Improvement in Reading for Students Identified with Reading Difficulties: K-2 teachers will be trained on how to administer the RAN component of the required Dyslexia Screening process and participate in professional development specific to interventions and foundational reading skills instruction necessary for students identified as having potential reading difficulty. Health Education for Elementary: Intermediate grade teachers will participate in training of the FLASH curriculum that’s taught in Grade 5 as part of the comprehensive sexual health requirement of WA State. Teachers will also collaborate and engage in PD sessions of interest to improve upon and address current practices that ensure a safe, inclusive learning environment for all students. Principals will also be invited to attend the PD to support teachers and students when addressing sensitive discussions.		 

Meeting State Standards Plan - Progress Details

Save

Required to Save Required to Submit

Elementary Curriculum Professional Development

Title IIA funds were approved for these activities to help students meet state standards

Implementation of New ELA Curriculum for Elementary: The ELA professional learning will further the instructional knowledge and application of ELA content as educators implement new core instructional materials—all in service of student learning. The plan is based on essential skills that students need, the professional expertise required of educators, the “best use” of resources, and the implementation of high-quality instructional strategies and practices applicable to the learning environment. Ongoing, professional learning will be provided for classroom teachers, ELA Leads, special education teachers, multilingual and Title 1 interventionists, and teachers of highly capable learners as we work to ensure Tier 1 instruction is optimized for all student learning. Activities will focus on how to apply the new ELA curriculum with writing instruction, early literacy foundational skills, small group instruction, and formative assessments to expand upon each child’s ability and progress in literacy. An assortment of ELA professional development (PD) sessions, over time, will scaffold and deepen teacher knowledge in service of student learning. Adult learning contexts will include district-based collaborative time, job-embedded coaching, PLCs, webinars and video sessions. Teachers will acquire new learning and strategies for their classroom and make instructional adjustments along the way. They will delve deeply into their instructional practice that involves whole group, small group/differentiated instruction, and one-on-one support with assessments. Utilizing Standards, Instructional Practices, and Assessments to Improve Math and Science: Professional learning for math and science will encompass several collaborative sessions with lead teachers in math and science. Standards and STEM practices will be provided within the adult learning environment to build content knowledge and instructional expertise. Teachers will study critical instructional practices, analyze key standards, apply and share new learning with fellow educators in their respective buildings. Math Leads will also engage in training on how to design effective classroom-based assessments that will inform instruction immediately and over time. Integration of Critical Concepts & Integration in Social Studies for Elementary: A team of social studies teacher leads will engage in professional learning that’s specific to Since Time Immemorial and Civics Education. To bolster student interest, relevancy and engagement in social studies, this group will collaborate and learn about critical social studies standards and topics using STI and civics resources available from OSPI. Improvement in Reading for Students Identified with Reading Difficulties: K-2 teachers will be trained on how to administer the RAN component of the required Dyslexia Screening process and participate in professional development specific to interventions and foundational reading skills instruction necessary for students identified as having potential reading difficulty. Health Education for Elementary: Intermediate grade teachers will participate in training of the FLASH curriculum that’s taught in Grade 5 as part of the comprehensive sexual health requirement of WA State. Teachers will also collaborate and engage in PD sessions of interest to improve upon and address current practices that ensure a safe, inclusive learning environment for all students. Principals will also be invited to attend the PD to support teachers and students when addressing sensitive discussions.

Meeting State Standards Plan - Progress Details

Implementation of New ELA Curriculum for Elementary: The ELA professional learning will further the instructional knowledge and application of ELA content as educators implement new core instructional materials—all in service of student learning. The plan is based on essential skills that students need, the professional expertise required of educators, the “best use” of resources, and the implementation of high-quality instructional strategies and practices applicable to the learning environment. Ongoing, professional learning will be provided for classroom teachers, ELA Leads, special education teachers, multilingual and Title 1 interventionists, and teachers of highly capable learners as we work to ensure Tier 1 instruction is optimized for all student learning. Activities will focus on how to apply the new ELA curriculum with writing instruction, early literacy foundational skills, small group instruction, and formative assessments to expand upon each child’s ability and progress in literacy. An assortment of ELA professional development (PD) sessions, over time, will scaffold and deepen teacher knowledge in service of student learning. Adult learning contexts will include district-based collaborative time, job-embedded coaching, PLCs, webinars and video sessions. Teachers will acquire new learning and strategies for their classroom and make instructional adjustments along the way. They will delve deeply into their instructional practice that involves whole group, small group/differentiated instruction, and one-on-one support with assessments. Utilizing Standards, Instructional Practices, and Assessments to Improve Math and Science: Professional learning for math and science will encompass several collaborative sessions with lead teachers in math and science. Standards and STEM practices will be provided within the adult learning environment to build content knowledge and instructional expertise. Teachers will study critical instructional practices, analyze key standards, apply and share new learning with fellow educators in their respective buildings. Math Leads will also engage in training on how to design effective classroom-based assessments that will inform instruction immediately and over time. Integration of Critical Concepts & Integration in Social Studies for Elementary: A team of social studies teacher leads will engage in professional learning that’s specific to Since Time Immemorial and Civics Education. To bolster student interest, relevancy and engagement in social studies, this group will collaborate and learn about critical social studies standards and topics using STI and civics resources available from OSPI. Improvement in Reading for Students Identified with Reading Difficulties: K-2 teachers will be trained on how to administer the RAN component of the required Dyslexia Screening process and participate in professional development specific to interventions and foundational reading skills instruction necessary for students identified as having potential reading difficulty. Health Education for Elementary: Intermediate grade teachers will participate in training of the FLASH curriculum that’s taught in Grade 5 as part of the comprehensive sexual health requirement of WA State. Teachers will also collaborate and engage in PD sessions of interest to improve upon and address current practices that ensure a safe, inclusive learning environment for all students. Principals will also be invited to attend the PD to support teachers and students when addressing sensitive discussions.

*1. Were Title II, Part A funds spent on all these activities and only these activities for this plan?

--None--

This field is required

2. If not, describe any changes made during the school year to this plan, including Budget Amendments.





FP 284 – Meeting State Standards Section 2

▲ Meeting State Standards Plans

This section shows the meeting state standard plan that your LEA proposed in the grant application. For each plan, please provide the progress made by the LEA.

* Records are sorted by **Last Modified Date ascending order**

Activities	Actual Outcome	Actions
Implementation of New ELA Curriculum for Elementary: The ELA professional learning will further the instructional		 

Meeting State Standards Plan - Progress Details

▲ Meeting State Standards Outcomes

Projected Outcome:

1. Implementation of New ELA Curriculum for Elementary This initiative aims to increase reading and writing performance for all K-5 students with a particular emphasis on foundational skills in the early grades. We intend to see improvement in reading scores over time, particularly in the six domains of reading identified within the i-Ready Benchmark Assessment. We expect students in grades K-5 to improve in reading by 3-5%, as measured by i-Ready in the spring, for each grade level. 2. Utilizing Standards and Instructional Practices to Improve Math and Science We aim to improve student learning of math and science, in the elementary grades, through utilization of curricular resources and STEM-related strategies. Our goal is to boost math achievement and increase interest in science content as we teach to the rigorous math and science standards expected of each grade level. Success will be measured through the i-Ready Benchmark Assessment for Math and the domains. Science success will be measured through teacher feedback and usage of the core curriculum with instructional strategies. We expect students in grades K-5 to improve in math by 3%, as measured by i-Ready in the spring. Students' understanding of critical science concepts will improve based on feedback from an end-of-year survey. 3. Integration of Critical Concepts & Integration in Social Studies for Elementary This work will strengthen student learning in social studies by emphasizing two key areas that can be integrated with ELA: 1) Since Time Immemorial and 2) Civics for Grade 5. Success will be identified through teacher feedback, aligned resources to support integrated standards and content, and evidence exhibited in CBAs with upper grade students. Students will develop understanding of key social studies concepts and standards, as measured by the OSPI CBA rubric and a student survey provided at the end of the school year. 4. Improvement in Reading for Students Identified with Reading Difficulties We intend to see improvement in the Phonological Awareness and Phonics domains identified within the i-Ready Benchmark Assessment. Students will improve in Phonological awareness and Phonics, by 3-5%, as measured by i-Ready Reading scores in grades K-2. These two domains are foundational in reading success—particularly for early and emergent readers and students with reading difficulty. With a focus on foundational reading skills, our students should show an increase in these domains over time and less intervention will be needed for students that find reading difficult. Through the WA State K-2 Dyslexia Screening process we will identify students early that need intervention. We will work with families to support the student in targeted, skill areas and address the necessary foundational skills. Success will show through the district Intervention Plans and i-Ready Benchmark data as MTSS teams monitor student growth across the year. 5. Health Education for Elementary This work aims to meet the standards for sexual health education in the elementary grades and addresses state expectations for learning about health and wellness. Measurement of outcomes will be gathered from teacher feedback and assessment on the effectiveness of lessons and content conveyed to students. Teacher assessment will show if students are meeting health standards. An end-of-year survey will identify the number of Gr5 students that meet standard on the health core ideas of 1) growth and development and 2) healthy relationships, as measured by teacher grades.

*3. Provide data showing the measurable impact these activities had on meeting state standards. Include data comparison(s) to show the positive improvement.

Meeting State Standards Plan - Progress Details

1. Implementation of New ELA Curriculum for Elementary This initiative aims to increase reading and writing performance for all K-5 students with a particular emphasis on foundational skills in the early grades. We intend to see improvement in reading scores over time, particularly in the six domains of reading identified within the i-Ready Benchmark Assessment. We expect students in grades K-5 to improve in reading by 3-5%, as measured by i-Ready in the spring, for each grade level. 2. Utilizing Standards and Instructional Practices to Improve Math and Science We aim to improve student learning of math and science, in the elementary grades, through utilization of curricular resources and STEM-related strategies. Our goal is to boost math achievement and increase interest in science content as we teach to the rigorous math and science standards expected of each grade level. Success will be measured through the i-Ready Benchmark Assessment for Math and the domains. Science success will be measured through teacher feedback and usage of the core curriculum with instructional strategies. We expect students in grades K-5 to improve in math by 3%, as measured by i-Ready in the spring. Students' understanding of critical science concepts will improve based on feedback from an end-of-year survey. 3. Integration of Critical Concepts & Integration in Social Studies for Elementary This work will strengthen student learning in social studies by emphasizing two key areas that can be integrated with ELA: 1) Since Time Immemorial and 2) Civics for Grade 5. Success will be identified through teacher feedback, aligned resources to support integrated standards and content, and evidence exhibited in CBAs with upper grade students. Students will develop understanding of key social studies concepts and standards, as measured by the OSPI CBA rubric and a student survey provided at the end of the school year. 4. Improvement in Reading for Students Identified with Reading Difficulties We intend to see improvement in the Phonological Awareness and Phonics domains identified within the i-Ready Benchmark Assessment. Students will improve in Phonological awareness and Phonics, by 3-5%, as measured by i-Ready Reading scores in grades K-2. These two domains are foundational in reading success—particularly for early and emergent readers and students with reading difficulty. With a focus on foundational reading skills, our students should show an increase in these domains over time and less intervention will be needed for students that find reading difficult. Through the WA State K-2 Dyslexia Screening process we will identify students early that need intervention. We will work with families to support the student in targeted, skill areas and address the necessary foundational skills. Success will show through the district Intervention Plans and i-Ready Benchmark data as MTSS teams monitor student growth across the year. 5. Health Education for Elementary This work aims to meet the standards for sexual health education in the elementary grades and addresses state expectations for learning about health and wellness. Measurement of outcomes will be gathered from teacher feedback and assessment on the effectiveness of lessons and content conveyed to students. Teacher assessment will show if students are meeting health standards. An end-of-year survey will identify the number of Gr5 students that meet standard on the health core ideas of 1) growth and development and 2) healthy relationships, as measured by teacher grades.

*3. Provide data showing the measurable impact these activities had on meeting state standards. Include data comparison(s) to show the positive improvement.

*4. Will these activities be funded by Title II, Part A next year?

--None--

--None--

Yes

No

Maybe

Save

FP 284 – Other Academic Needs Section

▲ Other Academic Needs Plans

This section shows the other academic needs plan that your LEA proposed in the grant application. For each plan, please provide the progress made by the LEA.

* Records are sorted by **Last Modified Date ascending order**

Activities	Actual Outcome	Actions
Safety, peer interaction, drug and alcohol abuse and chronic absenteeism		<div><div></div><div></div></div>

Other Academic Needs Plan - Progress Details

Save

▲ Other Academic Needs Approved Activities

Title IIA funds were approved for these Other Academic Needs activities
Safety, peer interaction, drug and alcohol abuse and chronic absenteeism

*1. Were Title II, Part A funds spent on all these activities and only these activities for this plan?

--None--

This field is required

2. If not, describe any changes made during the school year to this plan, including Budget Amendments.

▲ Other Academic Needs Outcomes

Projected Outcome:
The projected outcomes include: (1) Increased rates of attendance for students in grade 9. (2) Reduced office referrals in grade 9. (3) Increased levels of social-emotional well-being reported by grade 6-8 students as measured by Panorama survey data.

*3. Provide data to show the measurable impact these activities had on educator effectiveness. Include data comparison(s) to show positive impact.

*4. Will these activities be funded by Title II, Part A next year?

--None--

Save

FP 284 – Class Size Reduction Section

▲ Class Size Reduction Plans		
This section shows the class size reduction plan that your LEA proposed in the grant application. For each plan, please provide the progress made by the LEA.		
* Records are sorted by Last Modified Date ascending order		
Activities	Actual Outcome	Actions
No Records Found		

FP 284 – Additional Use of Funds

▲ Additional Use of Funds

If Title II, Part A funds were used for any activities or purposes other than those covered above, please describe it here.



FP 284 – How to Save, Validate, and Submit

Washington Office of Superintendent of
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Education Grants Management System

Grants Portal

Opportunities Applications Grants Monitoring

Search

Form Name
FP 284 - Title II, Part A - Supporting Effective Educators

Cancel Save

FP 284 - Title II, Part A - Supporting Effective Educators

Is Form Validated?
No

Last Modified Date
04/25/2024 1:20 PM

Last Modified By
Ivan

Required to Save Required to Submit

Organization and Progress Report Information

Organization Name
Almira School District

Progress Report ID
PR-GT-00242-013

Subaward ID
AD-674

Subaward Title
Consolidated Grant Application Test 2024

Last Submitted Date

Instructions

Use this form to report how Title II, Part A funds were used this year. Each plan that was approved on the Consolidated Grant Application will display on the tables below.

Complete each table by selecting the blue pencil icon, responding to each question, and pressing the save button. Be sure to use actual data when reporting the impact of the Title II funded activities. There will be space to record any changes made to each plan throughout the school year.

If a table is empty, no action is needed. Any changes not covered in the plans can be described in the Additional Use of Funds box.

For additional assistance or support navigating FP 284, contact the Title II, Part A team at title2a@k12.wa.us or (360) 725-6340.

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FP 284 - Title II, Part A - Supporting Effective Educators

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Last Modified By
Ivan

Organization and Progress Report Information

Organization Name
Almira School District

Progress Report ID
PR-GT-00242-013

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AD-674

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Use this form to report how Title II, Part A funds were used this year. Each plan that was approved on the Consolidated Grant Application will display on the tables below.

Complete each table by selecting the blue pencil icon, responding to each question, and pressing the save button. Be sure to use actual data when reporting the impact of the Title II funded activities. There will be space to record any changes made to each plan throughout the school year.

If a table is empty, no action is needed. Any changes not covered in the plans can be described in the Additional Use of Funds box.

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What's Next?



The Title IIA team will review the FP 284 Progress Report.



LEAs will receive either an approval email, or a needs more work email.

Needs more work emails will include specific information regarding the changes needed. Be sure to reach out if you have questions or need assistance making changes.



Timeline Reminders

MAY 1 FP 284 Progress Report SY2023-24 opened in EGMS

LATE SUMMER/FALL Final Title IIA budget allocations determined which will trigger CGA 2024-25 application available.

IMPORTANT FP 284 Title IIA Progress Report 2023-24 must be approved **before** CGA Title IIA FP 239 Plan 2024-25 application approved.



Need Help?



Office Hours



Title2A@k12.wa.us



Title II, Part A Webpage



\$1.28M Available for Educators to Earn Bilingual and ELL Endorsements!

Form Package 264 will launch later this month.

- Tuition reimbursement/test fees for teachers, principals/asst. principals, and instructional paras to earn an ELL and/or Bilingual endorsement
- Tuition reimbursement/test fees for a Bilingual endorsed teachers to earn content endorsements
- Tuition reimbursement for First Peoples' certificates to earn/add tribal language

Questions: Please contact Coleen Putaansuu, Coleen.Putaansuu@k12.wa.us

Eligibility – 4 criteria including:

- School districts, charter schools, STEC schools and tribal schools
- Did not transfer SY23-24 Title IIA funds and spent at least 75% of SY22-23 funds

Ranking – 8 criteria including additional points for:

Rural/remote

- High % of students of color
- High % low-income
- High % EL students



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Questions & Answers