

# Consolidated School Improvement Plan

## Title I Part A, Schoolwide, 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: Gildo Rey Elementary School	1g. Grade Span: TK-5 School Type: Elementary
1b. Principal: Mark Ziegler	1h. Building Enrollment: 432
1c. District: Auburn School District	1i. F/R Percentage: 66.2
1d. Board Approval Date: August 2024	1j. Special Education Percentage: 14.2
1e. Plan Date: June 2024.	1k. English Learner Percentage: 45.2
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Tier 1: Targeted 1&2	

Section 2a: School Leadership Team Members and Parent-Community Partners Please list by (Name, Title/Role)	
<a href="#">Mark Ziegler</a> Principal	<a href="#">AnnMarie Pagoria</a> Title 1 Coordinator
<a href="#">Celeste Andreotti</a> Primary Teacher	<a href="#">Karine Rasmussen</a> Instructional Specialist
<a href="#">Claudia Epple</a> ML Certificated Lead	Gus and Dina Pollanco Parents
<a href="#">Michael Blackburn</a> Speech/Language Pathologist	Ashley Lorenzano Primary Teacher



<a href="#">Claudia Ortega de la Mora</a> Classified Staff	<a href="#">Danielle Glaholt</a> SLC Teacher
<b>Section 2b: Superintendent and School Board Directors</b> Please list by (Name, Title/Role)	
Dr. Alan Spicciati (Superintendent) Arlista Holman District 2 Sheilia McLaughlin District 1 School Board President	Laura Theimer District 4 Tracy Arnold District 5 Valerie Gonzalez District 3
Date Plan Reviewed by School Board Directors: August 2024	
<b>President Board of Directors:</b> _____ <b>Date:</b> _____ Signature of Approval	

<b>Section 3a: Mission Statement</b>
Together we engage, empower and soar.
<b>Section 3b: Vision Statement</b>
At Gildo Rey Elementary, all of our kids are all of our kids. We believe relationships precede learning. We actively engage all stakeholders in building an inclusive, collaborative, and culturally responsive community in which all students are seen, heard, and valued for who they are now, and empowered to achieve their dreams for the future. In a safe, strengths-based and rigorous learning environment, students will be encouraged to set goals, find their voice, and advocate for their individual needs.

## 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 Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

### Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g., Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

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.** Collaboration is foundational to the data analysis process at Gildo Rey. We use data meetings at regular intervals and weekly PLC times to analyze the data and make instructional decisions that are cohesive in all parts of a student's instruction. Data collected begins at a summative level according to the district assessment calendar (DIBELS, iReady, SBA, WIDA, JSK

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screeener, WaKids) and our collective team (leadership, core teachers, ML, Special Education, Title/Lap, and IS) meet in data meetings to make a cohesive instructional plan. This plan includes application in core instruction and focused instructional groups.

- 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.**

When the summative data shows a need for further information, we collect further diagnostic data to make intentional, targeted instructional decisions and create the rank order list. Using assessments with a clear instructional progression (phonics screener, phonological awareness survey, pre assessments, etc), teachers evaluate what students already have mastery of and what will be their next instructional step.

- 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?**

In addition, monthly progress monitoring data is collected and evaluated in PLC and data meetings to make regular adjustments based on current student progress. Formative data is gathered in core instructional settings as well as in small support groups. These assessments are aligned to grade level standards and the instructional focus of the small groups. Formative assessments are looked at as a team in common planning and PLC times, and then are used to make instructional decisions and calibrate scoring and feedback.

### Educators

1. Describe the degree to which your vision and the equity statement (ASD Policy [0050](#) & [0050P](#)) are reflected in the actual building culture and day to day activities of your school?

Click or tap here to enter text.

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 ([Implementation & PD Calendar](#))**

- 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?** In order to meet the academic needs of the students who require targeted assistance, teachers and paraeducators will engage in professional development focused on deep standards alignment

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and the use of research driven strategies to promote teacher clarity, student engagement, and allow for strong student voice and self assessment. Teachers will engage in activities designed to teach the use of the Common Core State Standards as the guaranteed and viable curriculum in a way that will require them to backwards plan from the summative assessment to learning targets and success criteria, then connecting the performance task to the learning target, success criteria, and final assessment.

**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 4 - Coordination and Transitions**

**a. How does your targeted assistance program coordinate with core and additional programs in the school?**

**Academic:**

- At data meetings and PLCs, student data is rank ordered by summative or benchmark assessments (chapter/unit tests, DIBELS, etc)
- Core classroom teachers meet with Title/LAP, Instructional Specialist, ML, SPED, and administrators to review data (whole grade trends, classroom data, and individual student needs) every 6-8 weeks. Our goal is to strengthen core instruction to reach 80% of students, allowing RTI groups through Title, ML, and SPED to focus on the 20% of students needing further intervention.
- Supporting information (ML, IEP, RAN flags, attendance, error patterns and student work samples) are considered along with academic scores
- Students are grouped according to need: intervention/strategic/benchmark/enrichment, supports needed (language, IEP, small group for focus, relationship with specific adult). Teachers serving math and reading groups are assigned based on student need (core classroom teachers, Title/LAP certs and paras, ML certs and paras, SPED cert or para)

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- Curriculum and strategies selected to best meet needs of each group while allowing flexibility for students to move to a different group as their needs change. Grade-level common strategies, language, and vocabulary are agreed upon in order to provide consistency and continuity between core and groups.
- Data is reviewed for progress and growth using formative (DIBELS progress monitors, monthly math fact checks, comprehension checks, problem solvers, teacher-created formatives) and summative measures (DIBELS benchmarks, iReady benchmarks, SBA, WIDA, Core math and ELA assessments). Additional assessments (diagnostics, screeners, etc) may be given to specific students when further detail-level information is needed.

### **SEL/attendance/behavior, etc:**

In addition to academic data, we collect and use attendance data and Universal screener data to identify at risk students. The Connection Team (Family Engagement Liaison, Counselor, Office assistant who tracks attendance, Behavior Specialist, Assistant Principal) works with families & teachers to improve student attendance. Our BIS, counselor, specialists, and Sped teachers use the Universal Screener data to identify at risk students. They then collaborate with classroom teachers and other staff to plan, implement, and monitor effectiveness and adjust interventions.

### **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?**

This plan includes application in core instruction and focused instructional groups. When the summative data shows a need for further information, we collect further diagnostic data to make intentional, targeted instructional decisions. Using assessments with a clear instructional progression (phonics screener, phonological awareness survey, pre assessments, etc), teachers evaluate what students already have mastery of and what will be their next instructional step. In addition, monthly progress monitoring data is collected and evaluated in PLC and data meetings to make regular adjustments based on current student progress. Formative data is gathered in core instructional settings as well as in small support groups. These assessments are aligned to grade level standards and the instructional focus of the small groups. Formative assessments are looked at as a team in common planning and PLC times, and then are used to make instructional decisions and calibrate scoring and feedback.

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

#### **Preschool to Elementary:**

- We have three programs in our school which feed into our Kindergarten: ECE, TK, ECEAP
- Jumpstart screener–preceding spring: This assessment is used to identify students in need of Jump Start to Kinder Summer School to ready them for the experience of being in a classroom. This data is also used to help form balanced classes for the Fall.
- Jump Start to Kinder Summer School: introduces incoming Kindergarten students to the classroom environment, preteaches beginning of year academic standards, allows for half day experience to build stamina for all day learning in the Fall.

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- WaKids parent meetings and student assessment-Fall: Additional information and data gathering to support entry to Kindergarten.
- Kinder student class adjustments after week 1: Class rosters are adjusted after a short time getting to know students and their needs. Classes are balanced for academic, behavioral, and social/emotional needs.
- ML Screening-When families enroll their child for Kindergarten and fill out the Home Language Survey, students who are flagged as possible ML are ML screened by the Welcome Center. Students who qualify for services are added to the district and school ML enrollment list to ensure they receive services. When families enroll their child for TK and fill out the Home Language Survey, based on the information from the survey, students are not yet ML screened, but labeled as potential ML students. These students are added to our school ML enrollment list and receive services via ML staff working with the TK teacher. The potential ML TK students are screened the spring before they begin Kindergarten.
- Kinder Orientation for families in preceding Spring: Provides opportunity for families to meet Kindergarten teachers, get information on the registration process, learn more about Kinder learning standards and ways to support growth and development at home. Students are given the opportunity to visit a Kindergarten classroom.

Community communication for kinder/preschool enrollment: Staff members visit local preschools and daycares to connect with families and encourage timely registration for Kindergarten as well as transitional programs (TK, ECE, and ECEAP).

### ECE Transition:

- After Winter Break
  - ECE Team to provide initial projections to Student Special Services (RR/SLC/single service only)
- Spring Progress Conferences (late to early April)
  - ECE Team shares recommendations with families and discusses placement options for kindergarten. Preschool Checklist and also IEP progress notes will be shared. Parents are encouraged to complete registration, register for Jump Start Screening and attend Kindergarten Orientation/Round-Up as appropriate.
- Kindergarten Experience (visits)
  - Kindergarten-bound students have opportunities to visit kinder classrooms with/without paras. Data collected by paras and/or teachers.
- Parent visits to placement schools/programs
  - ECE team supports parent visits to placement schools/programs. ECE has facilitated meet-and-greets between parents and the receiving team (may include SLP, OT, SLC, PT, school psych, etc. as needed).
- April/May
  - Families attend Kindergarten Orientation
- Re-evaluation to determine services needed in SpEd after transition into Kindergarten
  - Team may initiate re-evaluation to determine eligibility (more or less sped services). This process often starts conversations with parents regarding their children's program recommendations.

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- Kindergarten Transition meetings (IEPs/Amendments)
  - ECE Team to hold kindergarten transition meetings with families. They need to include ECE team, families, admin, gen ed teachers. May need to include admin from school and/or SSS

**Between Grades:** A considerable amount of planning and consideration is involved in coordinating transition of students between the grades. Teachers work with school administration and the LSC team (Title/ML/SPED) as well as with next grade level teachers to create classes that are balanced by gender, academic performance, student behavior, IEPs/504 plans, and students' ML status. Intentional conversations are had between grade level teachers to hand off information about incoming students, their academic strengths and needs, as well as strategies and supports for behavior and social/emotional well-being. As a building, we plan intentional vertical alignment conversations to identify schoolwide teaching strategies, language, and curriculums to support grade-to-grade alignment in standards.

### **Elementary to Middle School**

- In the spring, 6th grade middle school counselors visit the 5th grade classes. They discuss schedules, what to expect, elective choices, honors requests, and answer questions. Then all students visit the middle school. They get to see the campus, meet the leadership (both staff and student), learn about sports and clubs, and get introduced to middle school expectations. In addition, the music programs come to perform a concert, demonstrate the instruments, and give students information about the programs and how they can join if they so choose.
- Middle school counselors come for an additional visit for the introduction of the AVID program. Elementary teachers and counselor then recommend students for the program and students that would like to be considered apply to the middle school. The AVID teachers meet with the applicants and notification of acceptance are shared in the Spring.
- Elementary counselor gathers all student data (SBA, iReady, and ML) and sends it to middle school counselors to inform student placement in middle school. They also share information about students with 504 plans.
- Students that qualify for ML services, elementary ML and classroom teachers meet to discuss and consolidate student data. Using a district created WIDA based rubric, the team sends current student language levels. Middle school counselors use this information for student class placement.
- Students that qualify for specially designed instruction receive additional support in transition from 5th to middle school. Transition meetings are held for each student with all stakeholders. They include, but are not limited to: the elementary special education teacher, the elementary classroom teacher, the middle school classroom teacher, the student and the student's family. After the meeting students have a field trip to the middle school to see the classroom and get more familiar with their school for next year.
- d. **Are the students in your targeted assistance program able to participate in electives/enrichment time that pique 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 5 – Parent and Family Engagement**

- a. **How does your parent and family engagement strategy align to your targeted assistance practices and strategies?**

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Parent conferences are held in the Fall each year. The expectations are that we will meet with all our families face to face. If a family is unable to make an in-person meeting, arrangements will be made to meet over Zoom or Google Meet or during an alternate date and time. Specialists will be available to meet with families or join a conference if requested. In 2023/2024 school year we also began having a parent information night that was hosted by classroom teachers and/or grade level teams. This night reviews classroom norms, expectations, and provides an opportunity for parents and teachers to collaborate on student work and attendance.

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

Gildo Rey staff will be provided parent feedback through a bi-annual CEE Educational Effectiveness Survey. This data will be used to drive the work of building a strong collaborative learning community where we will celebrate growth and implement plans for areas of growth and improvement. Teachers are expected to establish open two-way communication loops with families through multiple modes of communication. Positive notes home are encouraged and school postcards are provided, addressed, and mailed by the office. Other resources are made available to assist teachers in communicating with parents who are non-English speaking. Resources and assistance will be given to teachers as needed to establish contact with non-English speaking families, or those who for other reasons have not been contacted.

### **Needs Assessment Summary/Prioritized Challenges** *(cut and paste from ASD SIP Planning Document)*

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.

#### **Goal 1 Literacy:**

- Between 2019–2020 and 2022–2023 the percentage of students at benchmark and above on the DIBELs 8 predominant measure decreased from 56% in 2019–2020 to 48% in 2022–2023.
- Each year from 2019 to 2023, fifth grade has an increase in students scoring intensive on DIBELs Oral Reading Fluency, from 31% in 21–22 to 57% in 22–23.
- There is a trend in performance gaps between ML and all students in iReady Reading (2021–2022 9% gap), (2022–2023 11% gap).
- In 22–23 44% of all students were on grade level. Comparatively 25% of Pacific Islander students were on grade level (a 19% gap) and 35% of black students were on grade level (a 9% gap).
- There is a trend of low student achievement for all students on iReady Reading (2021–2022 43%), and (2022–2023 44%).
- There is a performance gap trend in SBA ELA data between all students and ML students. In 2022–23, 31% of all students passed the ELA SBA, compared to 13% of ML students (an 18% gap). In 2021–2022, 39% of all students, compared to 14% ML (25% gap).

#### **Goal 2 Math:**

- There is a performance gap trend in SBA Math between all students and ML students. In 2021–2022 38% of all students passed compared to 27% ML (an 11% gap). In 2022–2023, 40% of all students passed compared to 30% ML (a 10% gap).
- The percentage of fifth grade students meeting end-of-year standards on the SBA Math assessment decreased from 46.6% in 2021–2022 to 26% in 2022–2023.
- There is a performance gap trend in SBA Math between all students and ML students. In 2021–2022, 46% of all students passed compared to 18% ML (a 28% gap). In 2022–2023, 41% all students passed compared to 27% ML (a 14% gap).
- There is a performance gap trend in SBA Math between all students and Pacific Islander students. In 2021–2022 38% of all students passed compared to 10% Pacific Islander (a 28% gap). In 2022–2023, 40% of all students passed compared to 6% Pacific Islander (a 34% gap).

#### **Goal 3 CRTP:**

- According to the staff CEE survey, the belief from staff that “instruction is personalized to meet the needs of each student” fell from 91% in 2022 to 52% in 2024.
- From 2022 to 2024 in student CEE data, the percentage of students who felt that they had “at least one adult who knows and cares about them” decreased from 73% to 60%. This represents a decrease of 13%.
- From 2022 (58%) -2024 (34%) in student CEE data, there is a decrease of 23.9% of students who “have opportunities to choose more challenging work”.

## 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.](#)

**5a. SY 2023–2024 SMARTIE Goal #1:**

The percent of all students in Grades 3, 4, and 5 at Gildo Rey Elementary School scoring at Level 1 on the ELA SBA (as reported by the OSPI report card) will decrease from 41.3% in 2023 to 15% in 2027, with the percent of MLs at Level 1 decreasing from 57.1% in 2023 to 15% in 2027.

Trend data as reported by Tableau:

2022 Baseline by Grade (Level 1s): 3rd 35%, 4th 40%, 5th 34%

2023 Baseline by Grade (Level 1s): 3rd 36%, 4th 34%, 5th 41%

2022 Baseline for ML by Grade (Level 1s): 3rd 45%, 4th 57%, 5th 53%

2023 Baseline for ML by Grade (Level 1s): 3rd 53%, 4th 65%, 5th 65%

*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/Action Steps	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p><b>Activity/Action Step 1:</b> Teachers focus on teacher clarity: Intentional reading standards aligned lesson planning with clear learning targets and success criteria (CRTP 4).</p> <p><b>August</b> Launch of teacher clarity.</p>	<p><b>Student Data:</b></p> <p>Review of end-of-year data from iReady, DIBELS, summative assessments</p> <p>Intentional focus on progress of ML students</p> <p><b>Implementation:</b></p>	<p>Principal determined day</p>	<p>Grade level teachers</p> <p>Admin Team</p> <p>SIP Leadership Team</p> <p>SIP leadership team provides overview of what teacher clarity is and why it matters, where we are going.</p> <p>SIP leadership team provides Intro Teacher Clarity Playbook</p>	<p>Building hours for PD/collaboration</p> <p>“The Teacher Clarity Playbook” Fisher, Frey, Amador, Assof- MODULES 1, 2, 3, 4</p> <p>Teaching Students to Drive Their Learning Playbook page 48</p> <p>LETRS PD and resources</p> <p>BLT/SIP Team meetings</p>

Teachers practice unpacking 1 standard through the entire learning progression			BLT Team Support Specialists (I.S., Title, ML, SPED)	
<b>Sept-Nov</b> Teachers unpack Tri 1 standards; Set and create LT & success criteria; Plan lessons based on standards & clear articulation to students during instruction.	<b>Student Data:</b> Fall iReady Reading; Fall DIBELS benchmark; DDS for K-3; IRI for 3-5th; Kinder tri-skills; monthly DIBELS progress monitoring; 3-5 Fall ICA (Reading Comprehension)  Intentional focus on progress of ML students <b>Implementation:</b> Walkthroughs with data collection and feedback, check-ins at PLCs addressing "Where are we going?", reports by content leads at BLTs. (BLTs need to focus on implementation of SIP)  Teachers review formative data to determine cyclical review	Student Baseline data collected in Sept Progress monitor Oct/Nov  Fall comprehension benchmark: Oct  Walkthrough data collected monthly  Grade Level data cycles every 4 to 6 weeks	Grade level teachers Admin Team SIP Team BLT Team Support Specialists (I.S., Title, ML, SPED)	Weekly PLC time Common planning Data meetings Building hours for PD/collaboration "The Teacher Clarity Playbook" Fisher, Frey, Amador, Assof-MODULES 1, 2, 3, 4 Teaching Students to Drive Their Instruction Playbook page 5-6 LETRS PD and resources "Clarity for Learning" BLT/SIP Team meetings
<b>Dec-Jan</b> Teachers continue to develop effective LT and SC for Tri 2 standards.	<b>Student Data:</b> Winter iReady Reading; Winter DIBELS benchmark; DDS for K-3 for students who are strategic or intensive  Intentional focus on progress of ML students <b>Implementation:</b> Walkthroughs with data collection and feedback, check-ins at PLCs addressing	Student benchmark data collected in January; Progress monitor Dec.  Walkthrough data collected monthly  Grade Level data cycles every 4 to 6 weeks	Grade level teachers Admin Team SIP Team BLT Team analyzes implementation of Action Step 1 goals & strategies and adjusts PD hours to meet staff needs. Support Specialists (I.S., Title, ML, SPED)	Weekly PLC time Common planning Data meetings Building hours for PD/collaboration "The Teacher Clarity Playbook" Fisher, Frey, Amador, Assof-MODULES 1, 2, 3, 4 LETRS PD and resources

	<p>"Where are we now? How do we move learning forward?"; reports by content leads at BLTs. (BLTs need to focus on implementation of SIP)</p> <p>Teachers review formative data to determine cyclical review</p>			BLT/SIP Team meetings
<p><b>Feb-Apr</b> Teachers continue to develop effective LT and SC for Tri 3 standards.</p>	<p><b>Student Data:</b> DIBELS progress monitoring; 3-5 Winter ICA (comprehension)</p> <p>Intentional focus on progress of ML students</p> <p><b>Implementation:</b> Walkthroughs with data collection and feedback, check-ins at PLCs addressing "Where are we now? How do we move learning forward?"; reports by content leads at BLTs. (BLTs need to focus on implementation of SIP)</p> <p>Teachers review formative data to determine cyclical review</p>	<p>Progress monitor data collected Feb, March, April. Winter Comprehension Benchmark in Feb.</p> <p>Walkthrough data collected monthly</p> <p>Grade Level data cycles every 4 to 6 weeks</p>	<p>Grade level teachers</p> <p>Admin Team</p> <p>SIP Team</p> <p>BLT Team analyzes implementation of Action Step 1 goals and strategies and adjusts PD hours to meet staff needs.</p> <p>Support Specialists (I.S., Title, ML, SPED)</p>	<p>Weekly PLC time</p> <p>Common planning</p> <p>Data meetings</p> <p>Building hours for PD/collaboration</p> <p>"The Teacher Clarity Playbook" Fisher, Frey, Amador, Assof-MODULES 1, 2, 3, 4</p> <p>LETRS PD and resources</p> <p>BLT/SIP Team meetings</p>
<p><b>May - June</b> Teachers fully implement Action Step 1.</p>	<p><b>Student Data:</b> DIBELS end-of-year benchmark; 3-5 SBA ELA CAT and PT; iReady Spring benchmark</p> <p>Intentional focus on progress of ML students</p> <p><b>Implementation:</b></p>	<p>Spring Benchmark in June</p> <p>SBA in May</p> <p>Walkthrough data collected monthly</p> <p>Grade Level data cycles every 4 to 6 weeks</p>	<p>Grade level teachers</p> <p>Admin Team</p> <p>SIP Team</p> <p>BLT Team</p> <p>Support Specialists (I.S., Title, ML, SPED)</p>	<p>Weekly PLC time</p> <p>Common planning</p> <p>Data meetings</p> <p>Building hours for PD/collaboration</p>

	<p>Walkthroughs with data collection and feedback, check-ins at PLCs addressing “Where are we now? How do we move learning forward?”; reports by content leads at BLTs. (BLTs need to focus on implementation of SIP)</p> <p>Teachers review formative data to determine cyclical review</p>			<p>“The Teacher Clarity Playbook” Fisher, Frey, Amador, Assof- MODULES 1, 2, 3, 4</p> <p>LETRS PD and resources</p> <p>BLT/SIP Team meetings</p>
<p><b>Activity/Action Step 2:</b> Intentional lesson planning will include opportunities for student academic discourse (CRTP 4 &amp; 7).</p> <p><b>August</b> Launch partner work and Think-Pair-Share strategy.</p>	<p><b>Student Data:</b> Intentional focus on progress of ML students</p> <p><b>Implementation:</b> Walkthroughs with data collection and feedback</p>	Principal determined day	<p>Grade level teachers</p> <p>Admin Team</p> <p>SIP Team models “text impressions” protocol to learn about engagement continuum. Provide PD on partner work, sentence frames, word banks, and Think-Pair-Share.</p> <p>BLT Team</p> <p>Support Specialists (I.S., Title, ML, SPED)</p>	<p>Resources: LETRS modules 5-8</p> <p>Teacher Clarity Playbook: Module 5</p> <p>Teaching Students to Drive Their Learning : pg 3 Collaborative checklist; pg 51 peer talk rubric primary</p>
<p><b>Sept-Nov</b> Teachers intentionally teach students partner expectations and apply using sentence frames and word banks. Teachers leverage think-pair-share for deeper student conversations. Teachers apply and intentionally add “text impressions” into lessons.</p>	<p><b>Student Data:</b> Teacher and student self assessment on listening and speaking <u>standards</u> using success criteria.</p> <p>Intentional focus on progress of ML students</p> <p><b>Implementation:</b> Walkthroughs with data collection and feedback</p>	<p>Student Baseline data collected in Sept</p> <p>Teacher and student assessment collected monthly</p> <p>Grade Level data cycles every 4 weeks</p> <p>Walkthrough data collected monthly</p> <p>Sept/Oct: Think/Pair/Share with partners</p> <p>Nov: Text Impressions</p>	<p>Grade level teachers</p> <p>Admin Team</p> <p>SIP Team provides PD on text impressions protocol.</p> <p>BLT Team</p> <p>Support Specialists (I.S., Title, ML, SPED)</p>	<p>Weekly PLC time</p> <p>Common planning</p> <p>Data meetings</p> <p>Building hours for PD/collaboration</p> <p>Teacher Clarity Playbook: Module 5</p> <p>Teaching Students to Drive Their Learning : pg 3 Collaborative</p>

				<p>checklist; pg 51 peer talk rubric primary</p> <p>Resources: LETRS modules 5-8</p> <p>“Teaching Student to Drive Their Learning” pg 10-11 Text Impression Protocol</p> <p>LETRS PD and resources</p> <p>BLT/SIP Team meetings</p>
<p><b>Dec-Jan</b></p> <p>Teachers use “The Final Word” protocol to practice speaking and listening in groups.</p>	<p><b>Student Data:</b></p> <p>Intentional focus on progress of ML students</p> <p><b>Implementation:</b></p> <p>Walkthroughs with data collection and feedback</p>	<p>Teacher and student assessment collected monthly</p> <p>Grade Level data cycles every 4 weeks</p> <p>Walkthrough data collected monthly</p> <p>Dec-Jan: Final Word</p>	<p>Grade level teachers</p> <p>Admin Team</p> <p>SIP Team provides PD on “The Final Word” protocol.</p> <p>BLT Team</p> <p>Support Specialists (I.S., Title, ML, SPED)</p>	<p>Weekly PLC time</p> <p>Common planning</p> <p>Data meetings</p> <p>Building hours for PD/collaboration</p> <p>Teacher Clarity Playbook: Module 5</p> <p>Teaching Students to Drive Their Instruction: Mod. 2</p> <p>Teaching Students to Drive Their Learning : pg 3 Collaborative checklist; pg 51 peer talk rubric primary</p> <p>Resources: LETRS modules 5-8</p> <p>LETRS PD and resources</p> <p>BLT/SIP Team meetings</p> <p><u>Nation School Reform Faculty Protocols: The Final Word</u></p>
<p><b>Feb-Apr</b></p> <p>Teachers apply and intentionally add jigsaw to their lessons.</p>	<p><b>Student Data:</b></p>	<p>Teacher and student assessment collected monthly</p>	<p>Grade level teachers</p> <p>Admin Team</p>	<p>Weekly PLC time</p> <p>Common planning</p>

	<p>Intentional focus on progress of ML students</p> <p><b>Implementation:</b></p> <p>Walkthroughs with data collection and feedback</p>	<p>Grade Level data cycles every 4 weeks</p> <p>Walkthrough data collected monthly</p> <p>Feb/Apr: Jigsaw</p>	<p>SIP Team</p> <p>BLT Team</p> <p>Support Specialists (I.S., Title, ML, SPED)</p>	<p>Data meetings</p> <p>Building hours for PD/collaboration</p> <p>Teacher Clarity Playbook: Module 5</p> <p>Teaching Students to Drive Their Learning : pg 3 Collaborative checklist; pg 51 peer talk rubric primary</p> <p>Resources: LETRS modules 5-8</p> <p><u>Nation School Reform Faculty Protocols: <a href="#">jigsaw</a></u></p> <p>LETRS PD and resources</p> <p>BLT/SIP Team meetings</p>
<p><b>May - June</b></p> <p>Teachers intentionally add discourse to their lesson plans using a variety of strategies introduced through the year.</p> <p>Teachers reflect on the use of discourse and provide feedback on next steps.</p>	<p><b>Student Data:</b></p> <p>Intentional focus on progress of ML students</p> <p><b>Implementation:</b></p> <p>Walkthroughs with data collection and feedback</p>	<p>Teacher and student assessment collected monthly</p> <p>Grade Level data cycles every 4 weeks</p> <p>Walkthrough data collected monthly</p> <p>May-June: Reflections, feedback, and next steps</p>	<p>Grade level teachers</p> <p>Admin Team</p> <p>SIP Team</p> <p>BLT Team</p> <p>Support Specialists (I.S., Title, ML, SPED)</p>	<p>Weekly PLC time</p> <p>Common planning</p> <p>Data meetings</p> <p>Building hours for PD/collaboration</p> <p>LETRS PD and resources</p> <p>BLT/SIP Team meetings</p>
<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>				
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**5b. SY 2023–2024 SMARTIE Goal #2:**

The percent of students in Grades 3, 4, and 5 at Gildo Rey Elementary School scoring at Level 1 on the Math SBA (as reported by the OSPI report card) will decrease from 30% in 2023 to 10% in 2027, with the percent of ML students in Grade 3, 4, 5 scoring at Level 1 decreasing from 37% in 2023 to 10% in 2027.

Trend data as reported by Tableau:

2022 Baseline by Grade (level 1s): 3rd 32%, 4th 44%, 5th 24%

2023 Baseline by Grade (level 1s): 3rd 24%, 4th 18%, 5th 45%

2022 Baseline by Grade for ML Students (level 1s): 3rd 44%, 4th 52%, 5th 33%

2023 Baseline by Grade for ML Students (level 1s): 3rd 33%, 4th 28%, 5th 63%

*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/Action Steps	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p><b>Activity/Action Step 1:</b> Teachers focus on teacher clarity: Intentional math standards aligned lesson planning with clear learning targets and success criteria (CRTP 1, 4, &amp; 7).</p> <p><b>August</b> Launch of teacher clarity.</p> <p>Teachers practice unpacking 1 standard through the entire learning progression</p>	<p><b>Student Data:</b></p> <p>Review end-of-year iReady and summative assessments</p> <p>Intentional focus on progress of ML students</p> <p><b>Implementation:</b></p>	<p>Principal Determined Day</p>	<p>Grade level teachers</p> <p>Admin Team</p> <p>SIP Leadership Team</p> <p>SIP leadership team provides overview of what teacher clarity is and why it matters, where we are going.</p> <p>SIP leadership team provides Intro Teacher Clarity Playbook</p> <p>BLT Team</p>	<p>Intro from Teacher Clarity Handbook pages xiv-xviii</p> <p>Module 1-4 of the Playbook.</p>

			Support Specialists (I.S., Title, ML, SPED)	
<p><b>Sept-Nov</b> Teachers unpack Tri 1 standards; Set and create LT &amp; success criteria; Plan lessons based on standards &amp; clear articulation to students during instruction.</p>	<p><b>Student Data:</b> Fall iReady Math; K-5 Prerequisite Skills Assessment; Fact fluency and accuracy  Intentional focus on progress of ML students  Align success criteria with student reflection (Action step 2) for formative use  K-5 Chapter and/or domain assessments  <b>Implementation:</b> Walkthroughs with data collection and feedback, check-ins at PLCs addressing "Where are we going?", reports by content leads at BLTs. (BLTs need to focus on implementation of SIP)  Teachers review formative data to determine cyclical review</p>	<p>Student Baseline data collected in Sept  Formative data collection: Oct/Nov  Chapter/Domain Assessments: Oct/Nov  Walkthrough data collected monthly  Grade Level data cycles every 4 to 6 weeks</p>	<p>Grade level teachers Admin Team SIP Team BLT Team Support Specialists (I.S., Title, ML, SPED)</p>	<p>Weekly PLC time Common planning Data meetings Building hours for PD/collaboration "The Teacher Clarity Playbook" Fisher, Frey, Amador, Assof- MODULES 1, 2, 3, 4 "Clarity for Learning" BLT/SIP Team meetings</p>
<p><b>Dec-Jan</b> Teachers continue to develop effective LT and SC for Tri 2 standards.</p>	<p><b>Student Data:</b> Winter iReady Math; fact fluency and accuracy; K-5 Chapter and/or domain assessments; Align success criteria with student reflection (Action step 2) for formative use</p>	<p>Student benchmark data collected in January; Formative data collection: Dec.  Summative chapter and domain assessments: Dec/Jan  Walkthrough data collected monthly</p>	<p>Grade level teachers Admin Team SIP Team BLT Team analyzes implementation of Action Step 1 goals &amp; strategies and adjusts PD hours to meet staff needs.</p>	<p>Weekly PLC time Common planning Data meetings Building hours for PD/collaboration</p>

	<p>Intentional focus on progress of ML students</p> <p><b>Implementation:</b></p> <p>Walkthroughs with data collection and feedback, check-ins at PLCs addressing “Where are we now? How do we move learning forward?”; reports by content leads at BLTs. (BLTs need to focus on implementation of SIP)</p> <p>Teachers review formative data to determine cyclical review</p>	<p>Grade Level data cycles every 4 to 6 weeks</p>	<p>Support Specialists (I.S., Title, ML, SPED)</p>	<p>“The Teacher Clarity Playbook” Fisher, Frey, Amador, Assof- MODULES 1, 2, 3, 4</p> <p>BLT/SIP Team meetings</p>
<p><b>Feb-Apr</b> Teachers continue to develop effective LT and SC for Tri 3 standards.</p>	<p><b>Student Data:</b></p> <p>Fact fluency and accuracy; K-5 Chapter and/or domain assessments; Align success criteria with student reflection (Action step 2) for formative use</p> <p>Intentional focus on progress of ML students</p> <p><b>Implementation:</b></p> <p>Walkthroughs with data collection and feedback, check-ins at PLCs addressing “Where are we now? How do we move learning forward?”; reports by content leads at BLTs. (BLTs need to focus on implementation of SIP)</p> <p>Teachers review formative data to determine cyclical review</p>	<p>Formative data collection: Feb, March, April</p> <p>Summative chapter and domain assessments: Feb, March, April</p> <p>Walkthrough data collected monthly</p> <p>Grade Level data cycles every 4 to 6 weeks</p>	<p>Grade level teachers</p> <p>Admin Team</p> <p>SIP Team</p> <p>BLT Team analyzes implementation of Action Step 1 goals and strategies and adjusts PD hours to meet staff needs.</p> <p>Support Specialists (I.S., Title, ML, SPED)</p>	<p>Weekly PLC time</p> <p>Common planning</p> <p>Data meetings</p> <p>Building hours for PD/collaboration</p> <p>“The Teacher Clarity Playbook” Fisher, Frey, Amador, Assof- MODULES 1, 2, 3, 4</p> <p>“Clarity for Learning”</p> <p>BLT/SIP Team meetings</p>

<p><b>May - June</b> Teachers fully implement Action Step 1.</p>	<p><b>Student Data:</b> end-of-year summatives; 3-5 SBA Math CAT and PT; iReady Spring Math benchmark</p> <p>Intentional focus on progress of ML students</p> <p><b>Implementation:</b> Walkthroughs with data collection and feedback, check-ins at PLCs addressing “Where are we now? How do we move learning forward?”; reports by content leads at BLTs. (BLTs need to focus on implementation of SIP)</p> <p>Teachers review formative data to determine cyclical review</p>	<p>Student benchmark data collected in May, June; Formative data collection: May/June</p> <p>Summative chapter and domain assessments: May/June</p> <p>Walkthrough data collected monthly</p> <p>Grade Level data cycles every 4 to 6 weeks</p>	<p>Grade level teachers</p> <p>Admin Team</p> <p>SIP Team</p> <p>BLT Team</p> <p>Support Specialists (I.S., Title, ML, SPED)</p>	<p>Weekly PLC time</p> <p>Common planning</p> <p>Data meetings</p> <p>Building hours for PD/collaboration</p> <p>“The Teacher Clarity Playbook” Fisher, Frey, Amador, Assof- MODULES 1, 2, 3, 4</p> <p>“Clarity for Learning”</p> <p>BLT/SIP Team meetings</p>
<p><b>Activity/Action Step 2:</b></p> <p>Intentional lesson planning will include opportunities for student academic discourse (CRTP 4 &amp; 7).</p> <p><b>August</b> Launch partner work and Think-Pair-Share strategy.</p>	<p><b>Student Data:</b> No data exists</p> <p><b>Implementation;</b> Teacher participation in PD</p>	<p>Principal determined day</p>	<p>Grade level teachers</p> <p>Admin Team</p> <p>SIP Team models “text impressions” protocol to learn about engagement continuum. Provide PD on partner work, sentence frames, word banks, and Think-Pair-Share.</p> <p>BLT Team</p> <p>Support Specialists (I.S., Title, ML, SPED)</p>	<p>Resources: LETRS modules 5-8</p> <p>Teacher Clarity Playbook: Module 5</p> <p>Teaching Students to Drive Their Learning : pg 3 Collaborative checklist; pg 51 peer talk rubric primary.</p>
<p><b>Sept-Nov</b> Teachers intentionally teach students partner expectations and apply using</p>	<p><b>Student Data:</b> Teacher assessment of student listening and speaking</p>	<p>Student Baseline data collected in Sept</p>	<p>Grade level teachers</p> <p>Admin Team</p>	<p>Weekly PLC time</p> <p>Common planning</p>

<p>sentence frames and word banks. Teachers leverage think-pair-share for deeper student conversations. Teachers apply and intentionally add “text impressions” into lessons.</p>	<p>Student self assessment on listening and speaking standards using success criteria.</p> <p>Intentional focus on progress of ML students</p> <p><b>Implementation:</b></p> <p>Walkthroughs with data collection and feedback</p>	<p>Teacher and student assessment collected monthly</p> <p>Grade Level data cycles every 4 weeks</p> <p>Walkthrough data collected monthly</p> <p>Sept/Oct: Think/Pair/Share with partners Nov: Text Impressions</p>	<p>SIP Team provides PD on text impressions protocol.</p> <p>BLT Team</p> <p>Support Specialists (I.S., Title, ML, SPED)</p>	<p>Data meetings</p> <p>Building hours for PD/collaboration</p> <p>Teacher Clarity Playbook: Module 5</p> <p>Teaching Students to Drive Their Learning : pg 3 Collaborative checklist; pg 51 peer talk rubric primary</p> <p>Resources: LETRS modules 5-8</p> <p>“Teaching Student to Drive Their Learning” pg 10-11 Text Impression Protocol</p> <p>LETRS PD and resources</p> <p>BLT/SIP Team meetings</p>
<p><b>Dec-Jan</b> Teachers use “The Final Word” protocol to practice speaking and listening in groups.</p>	<p><b>Student Data:</b></p> <p>Teacher assessment of student listening and speaking</p> <p>Student self assessment on listening and speaking standards using success criteria.</p> <p>Intentional focus on progress of ML students</p> <p><b>Implementation:</b></p> <p>Walkthroughs with data collection and feedback</p>	<p>Teacher and student assessment collected monthly</p> <p>Grade Level data cycles every 4 weeks</p> <p>Walkthrough data collected monthly</p> <p>Dec-Jan: Final Word</p>	<p>Grade level teachers</p> <p>Admin Team</p> <p>SIP Team provides PD on “The Final Word” protocol.</p> <p>BLT Team</p> <p>Support Specialists (I.S., Title, ML, SPED)</p>	<p>Weekly PLC time</p> <p>Common planning</p> <p>Data meetings</p> <p>Building hours for PD/collaboration</p> <p>Teacher Clarity Playbook: Module 5</p> <p>Teaching Students to Drive Their Learning : pg 3 Collaborative checklist; pg 51 peer talk rubric primary</p> <p>Teaching Students to Drive Their Instruction: Mod. 2</p> <p>Resources: LETRS modules 5-8</p> <p>LETRS PD and resources</p> <p>BLT/SIP Team meetings</p>

				<u>Nation School Reform Faculty Protocols: The Final Word</u>
<b>Feb-Apr</b> Teachers apply and intentionally add jigsaw to their lessons.	<p><b>Student Data:</b></p> <p>Teacher assessment of student listening and speaking</p> <p>Student self assessment on listening and speaking standards using success criteria.</p> <p>Intentional focus on progress of ML students</p> <p><b>Implementation:</b></p> <p>Walkthroughs with data collection and feedback</p>	<p>Teacher and student assessment collected monthly</p> <p>Grade Level data cycles every 4 weeks</p> <p>Walkthrough data collected monthly</p> <p>Feb/Apr: Jigsaw</p>	<p>Grade level teachers</p> <p>Admin Team</p> <p>SIP Team</p> <p>BLT Team</p> <p>Support Specialists (I.S., Title, ML, SPED)</p>	<p>Weekly PLC time</p> <p>Common planning</p> <p>Data meetings</p> <p>Building hours for PD/collaboration</p> <p>Teacher Clarity Playbook: Module 5</p> <p>Teaching Students to Drive Their Learning : pg 3 Collaborative checklist; pg 51 peer talk rubric primary</p> <p>Resources: LETRS modules 5-8</p> <p><u>Nation School Reform Faculty Protocols: jigsaw</u></p> <p>LETRS PD and resources</p> <p>BLT/SIP Team meetings</p>
<b>May - June</b> Teachers intentionally add discourse to their lesson plans using a variety of strategies introduced through the year. Teachers reflect on the use of discourse and provide feedback on next steps.	<p><b>Student Data:</b></p> <p>Teacher assessment of student listening and speaking</p> <p>Student self assessment on listening and speaking standards using success criteria.</p> <p>Intentional focus on progress of ML students</p> <p><b>Implementation:</b></p> <p>Walkthroughs with data collection and feedback</p>	<p>Teacher and student assessment collected monthly</p> <p>Grade Level data cycles every 4 weeks</p> <p>Walkthrough data collected monthly</p> <p>May-June: Reflections, feedback, and next steps</p>	<p>Grade level teachers</p> <p>Admin Team</p> <p>SIP Team</p> <p>BLT Team</p> <p>Support Specialists (I.S., Title, ML, SPED)</p>	<p>Weekly PLC time</p> <p>Common planning</p> <p>Data meetings</p> <p>Building hours for PD/collaboration</p> <p>LETRS PD and resources</p> <p>BLT/SIP Team meetings</p>

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
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5c. SY 2023–2024 SMARTIE Goal #3:				
Students with “at risk” attendance (as reported by the OSPI report card) will decrease from 42.3% in 2022-23 to less than 10% in 2026-27, with “at risk” attendance for ML students decreasing from 42.6% in 2022-23 to less than 10% in 2026-27.				
2022 Baseline All Students 45.8%				
2023 Baseline All Students 42.3%				
2022 Baseline ML Students 43.5%				
2023 Baseline ML Students 42.6%				
<i>Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.</i>				
Activities/Action Steps	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i>  <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity?</i>  <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i>  <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
<b>Activity/Action Step 1:</b> Engage in regular/ongoing two-way communication with families to strengthen classroom culture through principles of culturally responsive teaching practices (CRPT 1, 2, & 3).  <b>August</b>	<b>Student Data:</b>  <b>Implementation:</b>		Grade level teachers  Admin Team  SIP Team will lead certificated staff brainstorm of modes of family communication  BLT Team	Parent Square app  7 Principles graphic organizer  We Can't Lead Where We Won't Go Howard pg 182-188

Launch multi-mode parent two-way communication and review of 7 principle of culturally responsive teaching practices			Support Specialists (I.S., Title, ML, SPED)  Parent Leaders	
<b>Sept-Nov</b> Teachers engage students and families in a cultural get to know you project (CRTP 1)  Each teacher will make a minimum of five positive family contacts. (CRTP 2)	<b>Student Data:</b>  Attendance data reported monthly with an intentional focus on progress of ML students  <b>Implementation:</b>  Visible display of the “cultural get to know you project” outside every classroom  Monthly staff feedback on the impact of positive family contacts	At one staff meeting each month focus on attendance and positive family contacts	Grade level teachers  Admin Team  Support Specialists (I.S., Title, ML, SPED)	Gary Howard Project Choices  Planning time; WAC time
<b>Dec-Jan</b> Continue the five positive family contacts per week.(CRTP 2)	<b>Student Data:</b>  Attendance data reported monthly with an intentional focus on progress of ML students  Student, family, an staff feedback on our efforts to improve 2 way communication  <b>Implementation:</b>  Monthly staff feedback on the impact of positive family contacts	At one staff meeting each month focus on attendance and positive family contacts  Dec Books and Cocoa (Collect Perceptual Survey Data)	Grade level teachers  Admin Team  Support Specialists (I.S., Title, ML, SPED)	Planning time; WAC time
<b>Feb-Apr</b> Continue the five positive family contacts per week. (CRTP 2)	<b>Student Data:</b>  Attendance data reported monthly with an intentional	At one staff meeting each month focus on attendance and positive family contacts	Grade level teachers  Admin Team	Planning time; WAC time

	<p>focus on progress of ML students</p> <p><b>Implementation:</b></p> <p>Monthly staff feedback on the impact of positive family contacts</p>		Support Specialists (I.S., Title, ML, SPED)	
<p><b>May - June</b></p> <p>Continue the five positive family contacts per week. (CRTP 2)</p>	<p><b>Student Data:</b></p> <p>Attendance data reported monthly with an intentional focus on progress of ML students</p> <p><b>Implementation:</b></p> <p>Monthly staff feedback on the impact of positive family contacts</p>	At one staff meeting each month focus on attendance and positive family contacts	<p>Grade level teachers</p> <p>Admin Team</p> <p>Support Specialists (I.S., Title, ML, SPED)</p>	Planning time; WAC time
<p><b>Activity/Action Step 2:</b></p> <p>Explicitly teach the engagement continuum (CRTP 4, 5, 6, &amp; 7).</p> <p><b>August</b></p> <p>Teachers learn about the engagement continuum.</p>			<p>Grade level teachers</p> <p>Admin Team</p> <p>SIP Team</p> <p>Support Specialists (I.S., Title, ML, SPED)</p>	<p>“Teaching Students to Drive Their Learning: A Playbook on Engagement and Self-Regulation” by Fisher, Frey, Ortega, Hattie</p> <p>Distance Learning Playbook Module 6</p> <p><a href="#">Student Friendly Engagement Continuum</a> (Central Rivers AEA Website: Corwin 2023 presentation)</p> <p>Building hours for PD/collaboration</p>
<p><b>Sept-Nov</b></p> <p>Teachers teach the engagement continuum to their class.</p>	<p><b>Student Data:</b></p> <p>Monitor student attendance data</p>	At one staff meeting a month to review attendance data.	<p>Grade level teachers</p> <p>Admin Team</p> <p>SIP Team</p>	<p>Teaching Students to Drive Their Learning Playbook Module 1</p> <p>Staff Meeting</p> <p>Weekly PLC time</p>

<p>Teachers regularly reference and use the engagement continuum.</p>	<p>Fall DIBELs benchmark with Intentional focus on progress of ML students</p> <p>Fall iReady Reading and Math with Intentional focus on progress of ML students</p> <p>Universal Screener</p> <p><b>Implementation:</b></p> <p>Classroom walk through data</p> <p>Students use the language of the engagement continuum to self monitor</p>	<p>Sept. DIBELs benchmark</p> <p>Sept. iReady</p> <p>Oct. Universal Screener</p> <p>Walkthrough data collected monthly</p>	<p>BLT Team</p> <p>Support Specialists (I.S., Title, ML, SPED)</p>	<p>Common planning</p> <p>Building hours for PD/collaboration</p>
<p><b>Dec-Jan</b></p> <p>Teachers continue to reinforce and reference the engagement continuum</p> <p>Teachers expect students to use the language of the engagement continuum to self-monitor their learning</p>	<p><b>Student Data:</b></p> <p>Monitor student attendance data</p> <p>Winter DIBELs benchmark with Intentional focus on progress of ML students</p> <p>Winter iReady Reading and Math with Intentional focus on progress of ML students</p> <p>Universal Screener</p> <p><b>Implementation:</b></p> <p>Classroom walk through data</p> <p>Students use the language of the engagement continuum to self monitor</p>	<p>At one staff meeting a month to review attendance data.</p> <p>Jan. DIBELs benchmark</p> <p>Jan. iReady</p> <p>Jan. Universal Screener</p> <p>Walkthrough data collected monthly</p>	<p>Grade level teachers</p> <p>Admin Team</p> <p>SIP Team</p> <p>BLT Team</p> <p>Support Specialists (I.S., Title, ML, SPED)</p>	<p>Staff Meeting</p> <p>Weekly PLC time</p> <p>Common planning</p> <p>Building hours for PD/collaboration</p>
<p><b>Feb-Apr</b></p> <p>Teachers continue to reinforce and reference the engagement continuum</p>	<p><b>Student Data:</b></p> <p>Monitor student attendance data</p>	<p>At one staff meeting a month to review attendance data.</p>	<p>Grade level teachers</p> <p>Admin Team</p> <p>SIP Team</p>	<p>Staff Meeting</p> <p>Weekly PLC time</p> <p>Common planning</p>

<p>Teachers expect students to use the language of the engagement continuum to self-monitor their learning</p>	<p>Winter iReady Reading and Math with Intentional focus on progress of ML students</p> <p>Universal Screener</p> <p><b>Implementation:</b></p> <p>Classroom walk through data</p> <p>Students use the language of the engagement continuum to self monitor</p>	<p>Feb. iReady</p> <p>Mar. Universal Screener</p> <p>Walkthrough data collected monthly</p>	<p>BLT Team</p> <p>Support Specialists (I.S., Title, ML, SPED)</p>	<p>Building hours for PD/collaboration</p>
<p><b>May - June</b> Teachers reflect and provide feedback on the impact of using the engagement continuum.</p>	<p><b>Student Data:</b></p> <p>Monitor student attendance data</p> <p>Spring DIBELs benchmark with Intentional focus on progress of ML students</p> <p>Spring iReady Reading and Math with Intentional focus on progress of ML students</p> <p>SBA ELA and Math (gr 3-5)</p> <p><b>Implementation:</b></p> <p>Classroom walk through data</p> <p>Students use the language of the engagement continuum to self monitor</p>	<p>At one staff meeting a month to review attendance data.</p> <p>May/June DIBELs benchmark</p> <p>May/June. iReady</p> <p>May SBA</p> <p>Walkthrough data collected monthly</p>	<p>Grade level teachers</p> <p>Admin Team</p> <p>SIP Team</p> <p>BLT Team</p> <p>Support Specialists (I.S., Title, ML, SPED)</p>	<p>Staff Meeting</p> <p>Weekly PLC time</p> <p>Common planning</p> <p>Building hours for PD/collaboration</p>
<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>				
<p>3. Click or tap here to enter text.</p>				
<p>4. Click or tap here to enter text.</p>				

## Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2023–24)

**NOTE:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “not applicable” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
<b>Basic Education</b>	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	Provides for additional collaboration time to support core instruction, PLC training, standards alignment, and discourse strategies.
<b>Title I, Part A</b>	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Instructional specialist to support student learning in reading and math, Paraprofessional support for students, extended day opportunities, and family engagement liaison connects families to the classroom and instruction.
<b>Title II, Part A</b>	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> Click or tap here to enter text.
<b>Title III</b>	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>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.</i> Click or tap here to enter text.
<b>Title IV, Part A</b>	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Click or tap here to enter text.
<b>Learning Assistance Program (LAP)</b>	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	Reading and math instructional coaches, Family Engagement Liaison , paraprofessional support for students, extended day and summer school programs. Also covers the cost of intervention curriculum for K–6 students.
<b>Local Funds</b>	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
<b>Other Funding Sources, including</b>	Click or tap here to enter text.	Click or tap here to enter text.

### 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
School Improvement Grant Funding		

\*[Link to 2023–2027 ASD SIP Planning Document](#)