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: Lakeland Hills Elementary	**1g. Grade Span:** Kindergarten – 5th grade **School Type:** Elementary
1b. Principal: Colleen Barlow	**1h. Building Enrollment:** 550
1c. District: Auburn School District	**1i. F/R Percentage:** 26.1
1d. Board Approval Date: August 2024	**1j. Special Education Percentage:** 13.9
1e. Plan Date: June 2024	**1k. English Learner Percentage:** 19.6
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Foundational Supports	

Section 2a: School Leadership Team Members and Parent-Community Partners	
Please list by (Name, Title/Role)	
Colleen Barlow–Principal	Melissa Sergis–2nd Grade Teacher
Michelle Drake–Instructional Specialist	Stephanie Knapp– 3rd Grade Teacher
Erika Moore–LAP Teacher	Paul Harvey–Community Member
Kevin Richstad–4th Grade Teacher	Rafe Libadia–5th Grade Teacher

Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Section 2b: Superintendent and School Board Directors
Please list by (Name, Title/Role)

Alan Spicciati (Superintendent)	Laura Theimer (School Board Director)
Sheilia McLaughlin (School Board Director)	Tracy Arnold (School Board Director)
Arlista Holman (School Board Director)	Valerie Gonzalez (School Board Director)

Date Plan Reviewed by School Board Directors: August 2024

President Board of Directors: _____ **Date:** _____
Signature of Approval

Section 3a: Mission Statement

"Wildcat PRIDE is our mission!"

Perseverance, Respect, Integrity, Dedication, and Engagement

Perseverance - Never give up!
Respect - Myself, my school, my community,
Integrity - Do the right thing.
Dedication - Give my best.
Engagement - Ready to learn!

Section 3b: Vision Statement

Section 3a: Mission Statement
To prepare our students for life-long success, the Lakeland Hills Elementary community will provide a safe, equitable and academically rigorous learning environment so that all students achieve a year or more of growth each year.

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** Link to PD Calendar

  a. **Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.**

         Click or tap here to enter text.

  b. **Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.**

         Click or tap here to enter text.

  c. **How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?**

  Click or tap here to enter text.

Educators

1. Describe the degree to which your vision and the equity statement (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** (*Complete Based on the 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?**

         Click or tap here to enter text.

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

         Click or tap here to enter text.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social–emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.
   Click or tap here to enter text.

2. How did your school identify these areas of strengths and improvement?
   Click or tap here to enter text.

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
   Click or tap here to enter text.

4. What areas have you identified as areas of the strength, and where do you hope to strengthen and build further family and community engagement and partnership(s)?
   Click or tap here to enter text.

5. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 – Coordination and Transitions**
   a. **How does your targeted assistance program coordinate with core and additional programs in the school?**
      Click or tap here to enter text.

   b. **How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?**
      Click or tap here to enter text.

   c. **How do you support transitions between grade spans?**
      Click or tap here to enter text.

   d. **Are the students in your targeted assistance program able to participate in electives/enrichment time that 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?**
      Click or tap here to enter text.

   b. **How will you evaluate your parent and family engagement strategies? How will you know if they are working?**
      Click or tap here to enter text.

Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the tables below, identify your highest priority school improvement goals and activities for SY 2023-24 that are based off the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the OSSI SY 2023–2024 School Improvement Plan Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the "Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:
- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:
- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 - Practices and Strategies.

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

Needs Assessment Summary/Prioritized Challenges

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:
- The 3rd - 5th grade non-ML students outperformed the 3rd-5th grade ML students on SBA ELA by 34.6% in 2022 and 45.8% in 2023.
- Our percentage of HHI K-2 students meeting benchmark in iReady Reading decreased from 46.3% in 2019 to 38.3% in 2023.
- All K-2 students outperformed K-2 ML students on iReady Reading by 37% in 2019 and 33.7% in 2023.
- All K-2 students outperformed K-2 HHI students on iReady Reading by 12.3% in 2019 and 18.7% in 2023.
- Our percentage of all first grade students meeting benchmark on DIBELS Correct Letter Sounds was 77% in spring 2023.
- Our percentage of HHI kindergarten grade students meeting benchmark on DIBELS Phoneme Segmentation Fluency was 75% in spring 2023.

Goal 2 Math :

List the 4 - 6 prioritized challenges
- The 3rd - 5th grade non-HHI students outperformed the 3rd - 5th grade HHI students on SBA Math by 16.6% in 2022 and 22.6% in 2023.
- Our percentage of all 3rd - 5th grade students meeting benchmark on iReady Math decreased from 74% in 2019 to 55% in 2023.
- Our percentage of HHI K-2 students meeting benchmark in iReady Math decreased from 43% in 2019 to 24.6% in 2023.
- Our percentage of all students meeting benchmark in iReady math decreased from 74.3% in 2019 to 55% in 2023.
- All K-2 students outperformed K-2 ML students on iReady Math by 50% in 2019 and 32.3% in 2023.
- All 3-5 students outperformed 3-5 ML students on iReady Math by 60.3% in 2019 and 37.7% in 2023.

Goal 3 (Culturally Responsive Practices/Equitable Actions)

List the 4 - 6 prioritized challenges
- 24.7% of students responded favorably to the statement, "Students are respectful of others at this school."
- 35.9% of students responded favorably to the statement, "When I have a problem, the first thing I do is break it down into smaller steps."
- 42% of students responded favorably to the statement, "I am good at finding the best solutions to my problems."
- 60% of students responded favorably to the statement, "Student success is celebrated at this school."

5a. SY 2023–2024 SMARTIE Goal #1:

The percent of students in Grades 3, 4, and 5 at Lakeland Hills Elementary School scoring at Levels 1 and 2 in ELA will decrease from 33.3% in 2023 to 15% in 2027, with the percent of HHI students decreasing from 49.1% in 2024 to 25% in 2027, as measured by the State assessment in ELA.

Baseline by Grade: 3rd – 40%, 4th – 16%, 5th – 27%

Baseline by Grade for HHI: 3rd – 71%, 4th – 15%, 5th – 37%

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
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
Activity/Action Step 1 – **School-wide coherence and alignment:** **1. Adherence to the district instructional calendar** **2. Common instructional language and routines** **August** Launch: Teachers begin to plan following district ELA Instructional Calendar.	**Student Data:** Instructional specialist presents DIBELS data from Tableau (Yearly Trend Comparison) from 2020 to present. **Implementation:** Grade level teams use the school master schedule to create a weekly calendar showing how they will fit in all components from the ELA Instructional Calendar.		Instructional Specialist explains district ELA Instructional Calendar. Reading Specialist reviews common language for word recognition and resources (aligned to Really Great Reading).	
Sept-Nov Classroom teachers, specialists and paraeducators follow District instructional calendar, use common instructional language and routines	**Student Data:** DIBELS BOY data **Implementation:** Grade levels fill out Acceleration Group Plan document.	Student Baseline data collected in September/October. Progress Monitor in November. "Name and Need" chart and Acceleration Group Plan document completed	Instructional Specialist Reading Specialist	Building hours PLC Time Possible subs to cover data meetings (during school day) Grade Level Name and Need chart (with student photos)

Effectively utilize data to monitor progress and adjust instruction.		before Walk-to-Read begins.		IES K–2 Empowering Young Readers by Using Assessment Data to Inform Evidence–Based Word Reading Skill Instruction
Dec–Jan Continue work outlined above Teachers will adjust instruction to meet the needs of students approaching, at and above benchmark	**Student Data:** DIBELS MOY data **Implementation:** Grade levels fill out Acceleration Group Plan document.	Student MOY data collected in January. "Name and Need" chart and Acceleration Group Plan document completed before Walk-to-Read changes made.	Instructional Specialist Reading Specialist	Building hours PLC Time Possible subs to cover data meetings (during school day) Teachers update grade level "Name and Need" chart.
Feb–Apr Use data effectively to collaborate with colleagues to adjust instruction while maintaining adherence to the ELA instructional calendar and use of common language and routines.	**Student Data:** DIBELS progress monitoring data (March) **Implementation:** Grade levels fill out Acceleration Group Plan document.	Student progress monitoring data collected in March. "Name and Need" chart and Acceleration Group Plan document completed before Walk-to-Read changes made.	Instructional Specialist Reading Specialist	Building hours PLC Time Possible subs to cover data meetings (during school day) Teachers supporting specific grade levels meet with the grade level team to align CORE instruction and acceleration instruction based on student data. Teachers update grade level "Name and Need" chart.
May – June Teachers individually reflect on their practice of utilizing	**Student Data:** DIBELS EOY data	Student EOY data collected in May.	Instructional Specialist Reading Specialist	Building hours PLC Time

the instructional calendar with common language and instructional routines and the impact on student outcomes.	**Implementation:** "Name and Need" chart updated.	"Name and Need" chart updated before grade level teams meet.		Possible subs to cover data meetings (during school day)
Activity/Action Step 2 – August **Increase effectiveness and quality of academic discourse in classrooms**. Launch: Teachers will describe the WHY and WHAT of academic discourse (informal vs. formal; conversations vs. academic interactions) , Teachers will learn how to set up effective and productive partner protocols.	Teachers complete Google Form based on Academic Discourse Rubric (baseline data).		SIP Team	[Academic Discourse Resources](#) Generate charts posters or tools in grade level teams.
Sept–Nov Teachers will set up effective and productive partner protocols. Teachers will use partner protocols. (Use response frames and attentive listening.)	**Student Data:** **[Student academic discourse checklist](#)** **Implementation:** Walk throughs Observations PLC+ Notes		SIP Team	[Academic Discourse Resources](#)

Dec–Jan Teachers will expand use of partner protocols. (Expanding use of response frames and attentive listening.)	**Student Data:** **Student academic discourse checklist** **Implementation:** Walk throughs Observations PLC+ Notes Teachers complete Google Form based on Academic Discourse Rubric (mid–year data)		SIP Team	Academic Discourse Resources
Feb–Apr Teachers will implement language and routines for whole group academic discourse.	**Student Data:** **Student academic discourse checklist** **Implementation:** Walk throughs Observations PLC+ Notes		SIP Team	Academic Discourse Resources
May – June	**Student Data:**		SIP Team	

Teachers will reflect on the use of academic discourse in the classroom: partner and whole group.	**Student academic discourse checklist** **Implementation:** Walk throughs Observations PLC+ Notes Teachers complete Google Form based on Academic Discourse Rubric (end-of-year data)			
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				

5b. SY 2023–2024 SMARTIE Goal #2: *The percent of students in Grades 3, 4, and 5 at Lakeland Elementary School scoring at Levels 1 and 2 in Math will decrease from 39.3% in 2023 to 20% in 2027, with the percent of HHI students decreasing from 52.8% in 2024 to 25% in 2027, as measured by the State assessment in Math.* *Baseline by Grade: 3rd – 30%, 4th – 18%, 5th – 44%* *Baseline by Grade for HHI: 3rd – 55%, 4th – 18%, 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
What evidenced-based practice(s) will you implement in order to have	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional*

impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	the specific students named in your SMARTIE Goal?	progress be monitored or data reviewed?	Who else will be involved?	development, extended time, curriculum, materials, etc.)?
Activity/Action Step 1 – **School-wide coherence and alignment:** **1. Adherence to the district instructional calendar** **2. Common instructional language and routines** **August** Launch: Reinforce the importance of common language. Read and discuss Chapter 1 of The Math Pact. Introduce the common language and hand gestures for the four operations (add, subtract, multiply, divide). Introduce cohesive and consistent representations (concrete, semi concrete, abstract). VEPS Training: Teachers complete VEPS and do gallery walk; Brendan example videos; Models for each operation;	**Student Data:** i-Ready Math – Numbers in Base Ten and Operations and Algebraic Thinking domains baseline data **Implementation:** Each grade level team creates 4 operations poster with meaning of operation and models to use for VEPS.	Student i-Ready Math Domain baseline data collected in September/October. Posters completed and hung in each classroom before the start of the school year.	SIP Team	"The Math Pact" book Chapter 1 Fletcher Progressions Videos Achieve the Core Progression of the Major Work Hand gestures Add to it each year

Teachers complete a "closing" VEPS				
Sept–Nov Teachers will use common and precise mathematical terminology, consistent representations and hand gestures. Teachers will accurately utilize the VEPS problem solving protocol.	**Student Data:** i-Ready Math – Numbers in Base Ten and Operations and Algebraic Thinking domains baseline data **Implementation:** Each grade level team creates a common language focus list of "words that expire" and what they will use insead. Team picks 3–5 words of focus and make graphic organizer explaining what they will stop saying and what they will now say	Words that expire list is finalized and shared school–wide by end of tri 1.	SIP team	"The Math Pact" book Chapter 2
Dec–Jan Teachers will use precise mathematical notations. Teachers will accurately utilize the VEPS problem solving protocol.	**Student Data:** Classroom–based Assessments **Implementation:** PLC+ Notes Walk Through Data	Notations that expire poster/word wall is created and posted in classrooms by end of Jan	SIP team	"The Math Pact" book Chapter 3 **Grade level team creates 3–5 visuals with definitions of notations that expire solutions as suggested in chp. 3.**
Feb–Apr Teachers will use cohesive and consistent mathematical representations (concrete, semiconcrete, abstract).	**Student Data:** i-Ready Math – Numbers in Base Ten and Operations and Algebraic Thinking domains baseline data	By the end of April each grade level team will have their progressions complete and mapped out/turned in	SIP team	"The Math Pact" book Video Chapter 4

Teachers will accurately utilize the VEPS problem solving protocol.	Classroom-based Assessments **Implementation:** PLC+ Notes Walk Through Data Observations			Each grade level team picks 3 concepts from NBT or OA and map out the progression of concrete-semi concrete-abstract instruction
May - June Teachers individually reflect on their practice using common and precise mathematical terminology, consistent representations, notations and hand gestures to impact student outcomes. Teachers will accurately utilize the VEPS problem solving protocol.	**Student Data:** i-Ready Math - Numbers in Base Ten and Operations and Algebraic Thinking domains baseline data Classroom-based Assessments **Implementation:** PLC+ Notes Walk Through Data Observations		SIP team	"The Math Pact" book
Activity/Action Step 2 - August **Increase effectiveness and quality of academic discourse in classrooms.** Launch: Teachers will describe the WHY and WHAT of academic discourse (informal vs. formal;	Teachers complete Google Form based on Academic Discourse Rubric (baseline data).		SIP Team	Webinar Slides for Webinar Tools for Engaging Reticent Contributors in Class Discussions of Text Generate charts posters or tools in grade level teams.

conversations vs. academic interactions) , Teachers will learn how to set up effective and productive partner protocols.				
Sept–Nov Teachers will set up effective and productive partner protocols. Teachers will use partner protocols. (Use response frames and attentive listening.)	**Student Data:** **Student academic discourse checklist** **Implementation:** Walk throughs Observations PLC+ Notes		SIP Team	Webinar Slides for Webinar Tools for Engaging Reticent Contributors in Class Discussions of Text
Dec–Jan Teachers will expand use of partner protocols. (Expanding use of response frames and attentive listening.)	**Student Data:** **Student academic discourse checklist** **Implementation:** Walk throughs Observations PLC+ Notes	,	SIP Team	Webinar Slides for Webinar Tools for Engaging Reticent Contributors in Class Discussions of Text

	Teachers complete Google Form based on Academic Discourse Rubric (mid-year data)			
Feb-Apr Teachers will implement language and routines for whole group academic discourse.	**Student Data:** **Student academic discourse checklist** **Implementation:** Walk throughs Observations PLC+ Notes		SIP Team	Webinar Slides for Webinar Tools for Engaging Reticent Contributors in Class Discussions of Text
May – June Using academic discourse fluidly in all subjects Teachers will reflect on the use of academic discourse in the classroom: partner and whole group.	**Student Data:** **Student academic discourse checklist** **Implementation:** Walk throughs Observations PLC+ Notes Teachers complete Google Form based on Academic Discourse Rubric (end-of-year data)		SIP Team	

Funding: Purchase "The Math Pact" book for each certificated staff member; about $850 total.	

5c. SY 2023–2024 SMARTIE Goal #3:

Student perception of "students are respectful of others at this school" will increase from 24.7% to 75% as measured by the Educational Effectiveness Survey (CEE) in 2026.

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
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
Activity **Action Step 1** **Teachers will implement all components of PBIS** - August Staff will meet to review the PBIS behavior plan and outline their role in the system	Add CEE question "most students are respectful of others at this school" to class conversations and collect data over the course of year (kahoot, vote, etc.) and teach how to use the scale always, almost always, never..create a rubric for scale	2 Hours	SIP Team, Teaching Staff	https://assets-global.website-files.com/5d3725188825e071f1670246/65d7cd8c027b310aa6f686e7_PBIS-Implementation-Blueprint.pdf [PBIS Resources](#)
Sept-Nov September: All teachers complete the PBIS	Tier 2 and 3 systems of support Progress	1 month	SIP Team, Teaching Staff	[Universal screener](#)

behavior screener to identify students at risk October: BIS, Counselor and admin make behavior plans for students identified on tier 2 & 3 per data screener	monitoring and data collection .			
Dec–Jan Check–In: Staff Meeting– Reminder to be consistent and use similar language and have consistent expectations. Review flow chart			SIP Team	
Feb–Apr Check–In: Staff Meeting– Reminder to be consistent and use similar language and have consistent expectations.			SIP Team	
May – June Final check–in to determine effectiveness of program			SIP Team	
Activity/Action Step 2 – August Monitor student perception over time using a student voice survey.			SIP Team	
Sept–Nov Student Voice Survey:	Student Voice Survey: "Are students respectful of others at this school?	5 mins	SIP Team	

Dec–Jan Student Voice Survey	Student Voice Survey: "Are students respectful of others at this school?	5 mins	SIP Team	
Feb–Apr				
May – June Student Voice Survey	Student Voice Survey: "Are students respectful of others at this school?	5 mins	SIP Team	
Funding: Badges ($1200) and Breakaway Lanyards ($355)				
1. Click or tap here to enter text.				
2. 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
Basic Education	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 math instruction, ELA instruction, and PLC training.
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.*
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	*Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.*
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	Reading and math support for students who have not yet met or are at risk of not meeting grade level standards. Paraprofessional support for students, extended day programs, and also the cost of intervention curriculum for K–6 students.
Local Funds	Local levy revenue may be combined in schoolwide programs.	

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
Other Funding Sources, including School Improvement Grant Funding		

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