

**Consolidated School Improvement Plan
Title I, Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement**

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A, Targeted Assistance Programs, WAC 180-16-220, ESSA, and The Office of System and School Improvement.

All schools are required to have a school improvement plan, but they do not have to use this template.

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

Section 1: Building Data

1a. Building: Valley School	1g. Grade Span: Transitional K-Grade 8 School Type: Elementary/Middle School
1b. Principal: Leoni Johnson	1h. Building Enrollment: 181
1c. District: Valley School District	1i. F/R Percentage: 72% (2021-2022)
1d. Board Approval Date: Click or tap here to enter text.	1j. Special Education Percentage: 22% (September 2022)
1e. Plan Date: October 11, 2022	1k. English Learner Percentage: .01%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:	
Foundational	

**Section 2: School Leadership Team Members
Parent-Community Partners**

Please list by (Name, Title/Role)

Leoni Johnson, Principal	Candace Harris, Early Learning Director
Taylor Holden, Counselor	Pamela Harrison, Special Education Teacher
Ken Davis, Special Services Director	Kenny Rindlisbacher, Principal Assistant/Athletic Director
Hannah Gormon, Intervention Specialist and Lap/Title I Coordinator	Becky Bylund, Special Education Teacher
Sandy Wayenberg, Teacher	Katherine Blair, School Psychologist

**Section 2: School Leadership Team Members
Parent-Community Partners**

Please list by (Name, Title/Role)

	Sharlene Clemmer, Paraprofessional
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Section 3: Vision Statement

Every student at Valley School becomes a lifelong learner.

Section 4: Culture of Equity Description/Statement

Valley School staff believe that all students can learn and achieve at high levels. Every student is special and unique, possessing their own set of strengths. The staff at Valley is committed to growing those strengths and helping ALL students develop academically, socially, and emotionally.

Section 5: PLAN/NEEDS ASSESSMENT (SY 2022-2023) COMPONENT #1: NEEDS ASSESSMENT SUMMARY

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, best practices, goals, PBIS, MTSS, Parent Family Engagement (Section 7 & 13), and activities (Sections 8 & 14) that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

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

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

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

Provide answers to the following questions. For additional questions to guide your thinking, please refer to our [website](#).

Student Populations

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

21-22 School Year:

- 24.5% of students met ELA standards according to SBAC data
- 23.8% of low-income students met standard
- <10% of students with disabilities met standard
- 13.8% of students met Math standards according to SBAC data
- 13.8% of low-income students met standard
- <10% of students with disabilities met standard
- 37.9% of students met Science standards according to SBAC data
- 41.7% of low-income students met standard
- 81.8% of students regularly attended school
- 48.5% of students entered kindergarten ready in all six areas of development and learning
- 33.3% of low-income students entered kindergarten ready in all six areas

Section 5: PLAN/NEEDS ASSESSMENT (SY 2022-2023) COMPONENT #1: NEEDS ASSESSMENT SUMMARY

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.

The team identified the following root causes:

1. Lack of guaranteed and viable curriculum.
 2. A very large population of students (approximately 50 - 60%) were being pulled from classes for intervention which resulted in students not having access to both core instruction and differentiated supports.
 3. Instructional decisions have not been data driven.
 4. Lack of highly functioning Professional Learning Communities (PLC's) and collaboration.
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?
Some of the strengths our students possess are fun-loving, caring, resourceful, adept at navigating technology, happy to be at school, and eager to learn. Our students are also resilient, confident, and adaptable. Finally, our students are good friends to their friends.
 - b. What challenges do they face?
Many students experience long travel distances (time on bus) to school. Poverty, trauma, and hunger are present factors that mean students are experiencing significant personal challenges. Our earliest learners are not always prepared for school when entering kindergarten, resulting in delayed progress. In our rural area, there are limited resources and fewer opportunities for work for parents/guardians, resulting in a lower socioeconomic status and the disadvantages that come with limited financial resources.
 - c. What are some important relationships in their life?
Immediate and extended family members, peers, friend's parents, school staff.
 4. [Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students](#)

Section 5: PLAN/NEEDS ASSESSMENT (SY 2022-2023) COMPONENT #1: NEEDS ASSESSMENT SUMMARY

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

The staff at Valley School are all committed to working as a team to accomplish goals to improve student learning. The Student Success Team, consisting of teachers, the counselor, principal, special education director, paraeducators, and school psychologist, meets weekly to discuss more intensive interventions for identified students, engaging Tier 2 supports for academics and behaviors.

An Inclusionary Practices Team meets twice monthly to plan for all staff professional development in this area. This work is being done in collaboration with the state.

Late start Monday's are used to provide quality professional development to all staff in the areas of:

- Inclusionary Practices
- Highly Effective PLC's
- Data Driven Decision Making and Instructions
- Data Protocols
- SEL
- PBIS

Section 5: PLAN/NEEDS ASSESSMENT (SY 2022-2023) COMPONENT #1: NEEDS ASSESSMENT SUMMARY

This year the BLT/Inclusionary Practices team will meet bi-weekly to plan relevant professional development around inclusionary practices. This team will also assist in developing and implementing the School Improvement Plan.

Grade-level team meetings that include the classroom teacher, paraprofessional, administration, special education teacher, Title I/LAP teacher, the counseling department, and Encore teachers meet as a PLC to problem solve significant behavior concerns. These meetings are on an as needed basis, and are meant to provide support for struggling students and/or teachers.

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)?

Inclusionary Practices

Professional Learning Communities

iReady curriculum training

Renaissance – STAR training

Conscious Discipline

PBIS training for new staff

How to use assessment to drive instruction training

MTSS training

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?

Inclusionary practices – this will be measured by tracking the % of the student population that is being pulled out of their general education classroom for intervention services.

Data Driven Decision Making – these PLC conversations and planning meetings will be used to take a deeper look at data to plan meaningful interventions/enrichments for students. This will be tracked by grouping of students and what area of instruction each group will focus on. Providing intentional interventions/enrichments will allow us to see student growth in our STAR benchmark assessments and progress monitoring, and in the Spring SBAC.

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

Section 5: PLAN/NEEDS ASSESSMENT (SY 2022-2023) COMPONENT #1: NEEDS ASSESSMENT SUMMARY

- 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.

Areas of strength in Valley School that continue to support our improvement work:

- A well-trained, hard-working staff dedicated to meeting the needs of all students
- Staff that is excited to see student growth in all areas through a well-planned MTSS
- Students excited to learn, and parent/guardian/family partnerships to support student growth
- A school-wide commitment to supporting the whole student through food and nutrition services, class meetings, class guidance lessons (implemented by counseling department), counseling department led SEL small groups, Student Success Team, Positive Behavioral Interventions and Supports (PBIS) and Sound Discipline practices
- A focus on continuous improvement including a collaborative/team approach to problem solving and planning
- Professional development opportunities
- Quality facilities
- SOAR Room
- Student Success Team

To build strength in areas of concern, staff has focused on professional development to broaden their collective knowledge base:

- Conscious Discipline training: A majority of our K-5 teachers and many of our paraeducators have participated in this training which will help them to support social emotional needs of students
- Inclusionary Practices Project professional development is being done with all staff with ESD personnel.

Section 5: PLAN/NEEDS ASSESSMENT (SY 2022-2023) COMPONENT #1: NEEDS ASSESSMENT SUMMARY

- iReady curriculum professional development
- Building led professional development on: Highly effective PLC's, data driven decision making

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

The principal met with staff individually at the start of the year as she is new to the building this year. Part of the meeting time was used to discuss strengths and areas of concern. The building leadership team also contributed to this list.

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

WISe team is a voluntary program for children, youth, and their families with intensive mental health care. Services are available in the home and community settings and offer a system of care based on the individualized need of the child or youth. It takes a team approach to support families, and we partner with families and WISe as another member on the team. We align in strategies and supports provided, so students have consistency in care.

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)?

The WISe team partnership is an area of strength. We hope to strengthen and build further family engagement and partnerships by:

- Hosting a yearly Family Engagement Title I Parent Night
- Hosting Family Engagement Nights throughout the school year. These nights will provide parents with information related to Title I, and how they can support their children at home.
- Partnering with outside agencies to provide additional resources for families (i.e. counseling referrals, doctor/dental visits, etc.)

5. [Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Four - Coordination and Transitions](#)

a. [How does your targeted assistance program coordinate with core and additional programs in the school?](#)

[Click or tap here to enter text.](#)

Section 5: PLAN/NEEDS ASSESSMENT (SY 2022-2023) COMPONENT #1: NEEDS ASSESSMENT SUMMARY

- b. How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

- 6. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Five - Parent and Family Engagement

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

- Washington School Improvement Framework
- WaKIDS

- English Language Proficiency Data (i.e. ELPA)
- Title III Data

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

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks <input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Progress Monitoring Data <input checked="" type="checkbox"/> Curriculum Based Assessments <input type="checkbox"/> Graduation Rate (1 Year, extended, etc.) <input type="checkbox"/> Credit Attainment <input type="checkbox"/> Stick Rate <input checked="" type="checkbox"/> Student Mobility Data <input checked="" type="checkbox"/> Discipline Referrals <input checked="" type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions) <input checked="" type="checkbox"/> Restraint and Isolation Data <input checked="" type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.) <input type="checkbox"/> Healthy Youth Survey <input checked="" type="checkbox"/> School Climate data <input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Special Education Eligibility/Disproportionality Data <input checked="" type="checkbox"/> Special Education Placement Data (LRE) <input checked="" type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans) <input checked="" type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.) <input checked="" type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families) <input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.) <input checked="" type="checkbox"/> Extra-curricular activities participation <input checked="" type="checkbox"/> Fiscal and Financial Data <input checked="" type="checkbox"/> (Other) District Developed SEL Survey <input type="checkbox"/> (Other) Click or tap here to enter text. <input type="checkbox"/> (Other) Click or tap here to enter text.
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Section 7: PLAN

SY 2022-2023 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)

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

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

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

Goal/Priority #1 (G1)	Improve Student Achievement: Inclusionary Practices: All students will receive academic interventions and supports in the general education classroom from the classroom teacher, the special education teacher, the Title I/Lap Teacher, and/or the classroom paraprofessional. This will decrease the percentage of students being pulled out for extra academic supports from 60% to less than 10%.
Goal/Priority #2 (G2)	<p>Improve Student Achievement: Teachers will use Professional Learning Communities (PLC's) to focus on data driven decision making that will impact student learning and achievement. This will be done by focusing on the four questions on highly functioning PLC's:</p> <ol style="list-style-type: none"> 1. What do we want students to learn? (Essential Standards) 2. How will we know they have learned it? (Assessment/Data) 3. What will we do if they don't learn it? (Intervention) 4. What will we do if they do learn it? (Enrichment) <p>PLC's will meet at minimum twice monthly for data discussions.</p>
Goal/Priority #3 (G3)	

Section 8: DO

SY 2022-2023 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)

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

8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
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Section 8: DO

A1) Inclusionary Practices Project Professional Development	Ongoing – Beginning of school professional development and one late start Monday (LSM) per month for the 2022-2023 school year	Leoni Johnson, Ken Davis, ESD 101	Lindsay Hicks-Frazier – ESD 101 OSPI Menu of Best Practices
A2) Professional Learning Communities Professional Development and Meetings	Ongoing – Professional development will be done during LSM's. Meeting times will be scheduled during LSM's and common prep times.	Leoni Johnson, Hannah Gormon	Lindsay Hicks-Frazier – ESD 101 OSPI Menu of Best Practices
A3) Data Driven Decision Making	Ongoing professional development and data meetings will be done during LSM's and before/after school.	Leoni Johnson, Hannah Gormon, Classroom Teachers	OSPI Menu of Best Practices

8e. Budget Table

Funded SY 2022-2023 Expenditure (Linked to Activity)	Funding Source	Funding Amount
A1)		
A2)		
A3)		

8f. (SY 2022-23) Component Four: Coordination/Blending and Integration of Schoolwide Funds Matrix		
Matrix of blended funds within the Title I, Part A Schoolwide which should include your school improvement funds		
NOTE: All Title I, Part A Schoolwide programs must include a matrix of the combined blended funds for their schoolwide model.		
Program	Amount Available	How the Intents and Purposes of the Program will be Met
Total		

Section 9a: STUDY

(SY 2022-2023) Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study
(Prior to implementation) What evidence will you examine to evaluate if your activities are working?

STAR Benchmark and progress monitoring for this and previous years, SBAC data, attendance data, disciplinary referral data, iReady data, classroom data, WaKids data, student wellbeing survey results, special education data.

Section 9b: STUDY

(SY 2022-2023) (Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study
(SY 22-23) mid-year implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?

Click or tap here to enter text.

Section 10: ADJUST

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

(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Adjust
(SY 22-23) mid-year implementation) What adjustments to your activities are you making after examining the results of your progress monitoring?

Click or tap here to enter text.

Section 11a: End-of-Year School Improvement Plan Review for SY 2022-2023

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

Please revisit and restate SY 22-23 Goals, Activities, Measures and Results/Progress described in your SIP (Sections 7-10) and provide an end-of-year assessment of your work so far.

High-Priority Goal #1:		
Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).
High-Priority Goal #2:		
Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).
High-Priority Goal #3:		
Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).

Section 11a: End-of-Year School Improvement Plan Review for SY 2022-2023

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

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

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

Section 11a: End-of-Year School Improvement Plan Review for SY 2022-2023

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

Please assess strengths and challenges implementing activities for SY 2022-2023 as described in Section 11 above and identify potential adjustments and modifications along with additional sources of data for SY 2020-2021.

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

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

What adjustments and modifications need to be made towards at least one high-priority goal and its related activities for the upcoming academic year (SY 2023-2024)?

What additional sources of data, if needed, will be collected to monitor progress of those activities (for SY 2023-2024) to be adjusted or modified?

(SY 2022-2023) Section 12: PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work

<ul style="list-style-type: none"> <input type="checkbox"/> Washington School Improvement Framework <input type="checkbox"/> WaKIDS <input type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks <input type="checkbox"/> Universal Screening <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Curriculum Based Assessments <input type="checkbox"/> Graduation Rate (1 Year, extended, etc.) <input type="checkbox"/> Credit Attainment <input type="checkbox"/> Stick Rate <input type="checkbox"/> Student Mobility Data <input type="checkbox"/> Discipline Referrals <input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions) <input type="checkbox"/> Restraint and Isolation Data <input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.) <input type="checkbox"/> Healthy Youth Survey <input type="checkbox"/> School Climate data <input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text. 	<ul style="list-style-type: none"> <input type="checkbox"/> English Language Proficiency Data (i.e. ELPA) <input type="checkbox"/> Title III Data <input type="checkbox"/> Special Education Eligibility/Disproportionality Data <input type="checkbox"/> Special Education Placement Data (LRE) <input type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans) <input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.) <input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families) <input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.) <input type="checkbox"/> Extra-curricular activities participation <input type="checkbox"/> Fiscal and Financial Data <input type="checkbox"/> (Other) Click or tap here to enter text. <input type="checkbox"/> (Other) Click or tap here to enter text. <input type="checkbox"/> (Other) Click or tap here to enter text.
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Section 13: PLAN

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

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

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

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

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

Section 14: DO

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

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

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

Section 14e. Budget Table

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

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

Section 15a STUDY

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

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

Study

(Prior to implementation) What evidence will you examine to evaluate if your activities are working?

Click or tap here to enter text.

Section 15b STUDY

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

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

Study

*(SY 21-22) mid-year implementation)
Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?*

Click or tap here to enter text.

Section 15c STUDY

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

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

Study

("End" of implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?

Click or tap here to enter text.

Section 16a ADJUST

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

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

Adjust
(SY 21-22 mid-year implementation)
What adjustments to your activities are you making after examining the results of your progress monitoring?

Click or tap here to enter text.

Section 16b ADJUST

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

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

Adjust
(“End” of implementation) How are you thinking about spreading, scaling, and/or sustaining what has been effective?

Click or tap here to enter text.

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

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

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

High-Priority Goal #1:		
Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).
High-Priority Goal #2:		
Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).
High-Priority Goal #3:		
Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).

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

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

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

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

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

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

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

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

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

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

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