

# 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, 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	
<b>1a. Building:</b> Bridgeport Elementary School	<b>1g. Grade Span:</b> PreK-5 <b>School Type:</b> Elementary
<b>1b. Principal:</b> Jesse Macy	<b>1h. Building Enrollment:</b> 308
<b>1c. District:</b> Bridgeport School District	<b>1i. F/R Percentage:</b> 95%
<b>1d. Board Approval Date:</b> Click or tap here to enter text.	<b>1j. Special Education Percentage:</b> 14% K-5 (17% if PreK is included)
<b>1e. Plan Date:</b> Click or tap here to enter text.	<b>1k. English Learner Percentage:</b> 68.5%
<b>1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</b> Comprehensive	

Section 2: School Leadership Team Members and Parent-Community Partners	
Please list by (Name, Title/Role)	
Jesse Macy, Principal	BettyAnn Allstot, 2 <sup>nd</sup> Grade Teacher
Hanna Coffman, Special Programs Director	Julie Cain, ML Teacher
Becky Buckingham, 2 <sup>nd</sup> Grade Teacher	Susan Schuh, Math Intervention Teacher



Lorena Lopez, 4 <sup>th</sup> Grade Teacher	Keirstin Stansbury, Reading Intervention Teacher
Amanda Sloss, 5 <sup>th</sup> Grade Teacher	Zoe Baxley, 1 <sup>st</sup> Grade Teacher
Gayle Clemens, 5 <sup>th</sup> Grade Teacher	Mary Rambo, 3 <sup>rd</sup> Grade Teacher
	Mary Avalos, Kindergarten Teacher

### Section 3: Vision and Mission Statement

Grow and nurture a legacy of lifelong learning.

### 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 Title I, Part 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?  
We investigated the groups that were identified as not having met the targeted threshold. While the team recognized the growth that these students have continued to make every year, we also understand that they are not reaching the threshold scores and must do more to help these students improve their performance scores as well as increase their growth towards the goals. We chose to dig deeper into

## Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

these student groups and ask some questions around them regarding perceptions, family involvement, challenges they face, what we are already doing, and what more we can do.

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 largest takeaway that the team had was simply that one of our two identified groups, ML Learners, comprises over 65% of the school population. We identified strategies and supports that are currently in place and discussed what can be done to further increase and improve upon what we currently use in the building. Everything came down to language acquisition, and while we are doing a lot to support all our students in this area, including our identified groups, we can be more focused and deliberate in what we deliver to them and lean on the data cycles to better measure the effectiveness of the tools that we are using.

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?

The enjoy being at school; care deeply for their teachers, friends and family; work very hard; want to be successful; need to know the why

- b. What challenges do they face?

While they can communicate well with teachers, staff and other students, they are still acquiring the language and don't always understand what is being asked of them or what they need to do. They come from a low-income family and don't always have access to the experiences that are often viewed as "typical" of kids their age. Often it is their older siblings that are taking care of them while mom and dad work late hours.

- c. What are some important relationships in their life?

Family is the greatest relationship in their life. Everything seems to center around that. They also care greatly about their teacher.

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.**

Students are identified using a variety of criteria. Student data is looked over and includes information such as i-Ready diagnostic performance, grade level benchmarks and assessments, screeners (such as letter understanding/recognition and other

## Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

tools of this sort). Teachers are also encouraged to recommend students and are asked to provide data that can be used to support their request. Going into every year, previously placed students are looked at and considered for continued support based on their data and previous progress.

- 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.**

Typically, we look at each grade level separately. We then start by looking at diagnostic information to get an understanding of how far behind students are, and that is our primary determining factor. We put those students farthest behind at the top of the list and move down from there. There are sometimes exceptions based on teacher referral and the data they provide that doesn't necessarily match with what the diagnostic data is telling us. We recognize there isn't one single data-point that is going to work for identifying every student, so therefore we remain open to the staff referrals.

- 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?**

We use pre- and post- assessments to measure student progress over a unit. We will also utilize exit tickets, various formative assessment data, and any other data that may give us a better picture of where the student is at and how they have or have not progressed. The involved staff and the students' teachers meet every three weeks to look at data, gauge the progress that has been made, and then decide if the services need to be continued, modified, or if the student is ready to exit services.

### 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?

We hold both daily interventions in multiple subjects for all students, as well as provide teachers daily PLC time. Student growth is the focus of both of these and reflect that we want all our students to be successful.

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)?

We are going to continue to provide PD and support around both GLAD and AVID strategies. We also are seeking support around growing and strengthening our culture among staff, helping them understand how they can more effectively work together. These three areas are very big focuses that we believe will result in the greatest impact to our students. Finally, we are going to be utilizing support from the ESD to help staff understand what strong Tier 1 instruction looks like and how to most effectively implement it in the classroom.

## Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

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?  
We have brought GLAD trainers into the building which has helped get several staff that hadn't been trained familiarized with GLAD, its strategies and what it provides our students. We have been sending staff to AVID trainings yearly, and this has allowed us to continue to utilize strong AVID strategies throughout instruction.
4. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 - Professional Development**
  - a. **How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?**  
The professional developments are aimed at strategies that benefit all students but are particularly focused on our highest needs student groups.
  - b. **How will the professional development activities benefit the students receiving targeted assistance services?**  
The strategies that we learn help our students to better engage with the material as it is being taught and see it in ways that they may not have in the past.

### 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.  
Based on the previous school year (22-23), the school's greatest strength was meeting the academic needs of the students. We had a new intervention system along with new staff for the interventions, and a very strong intervention system was built over the course of the year and have plans on how to improve upon this next year. The system of support does meet the behavioral and social-emotional needs of students, but this is the area that we need to improve upon moving forward. We will bring a counselor back into the building next year, which we were without last year, and that should provide tremendous benefit to the social-emotional needs of all students. Behavioral needs will also be better met with the reintroduction of a school counselor, along with a revised behavior referral system that allows us to track both minor and major incidents and give us more information to better meet the needs of the individuals with the behaviors.
2. How did your school identify these areas of strengths and improvement?  
The team looked at the whole year and had conversations around what we thought went well and what we could improve upon. The conversations took us to the response in the previous question.
3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

## Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

This is an area of challenge for not just our building, but our district. There is strong communication between the building and families but getting supports for our students from outside our district can be a challenge. The primary reason for this is that our district is the farthest north in our county, and yet most of the supports available within the county are located over an hour away. It is difficult to get these supports to our area because of this. Additionally, the neighboring county is reluctant to provide supports to our district because we are not in their county. This is an area that all district administrators, counselors and our school nurse are working to rectify. We have had some success this year, but it continues to be an area of need.

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)?  
Our building holds very good outreach activities throughout the year, and we plan to continue these and build upon them. We hope to involve more of the community business and create partnerships with them. We hold a resource fair during conferences that does bring in a variety of businesses and services that our families can utilize to get the supports that they need.
  
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?**  
They meet with teachers at least once month so that student needs can be coordinated, student data can be looked at, and adjustments to the supports being provided can be made if needed. Our schedule allows these supports to take place without students missing out on core instruction.
  
  - 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?**  
The schedule has been created to allow for up to 90 minutes a day of interventions to be provided without the removal of students from core instruction. Our support staff gets time to meet with classroom teachers to discuss student progress and areas of need.
  
  - c. **How do you support transitions between grade spans?**  
We spend the last few weeks of the school year getting students ready for the transition to the next grade level. The grade-level teams communicate with one another about the students that are coming to them and any concerns or needs those students may have. The support staff typically remains constant, so they already know what the needs of the students are going to be as they move to the next grade span.

## Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

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

Yes. We hold after school enrichments, and students are able to participate in the ones that are of the most interest to them.

- 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?**

We hold math and literacy nights to provide parents with games and strategies they can use with their students at home to help them. We work with our district's parent group and provide information during their monthly meetings. We are planning to hold an AVID night to introduce parents to the strategies that we are going to use, as well as help them understand what AVID is and how it will benefit their students. Additionally, we are always working to bring resources to the school that parents can use to support their students outside of the building, such as to meet social-emotional needs.

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

We will conduct surveys of the participants of the various out of school events, such as math nights and family meetings, to get the perception of the effectiveness of them as well as gather suggestions on ways we can improve. We will examine our attendance at various events to gauge the interest they brought. We will also gather student feedback around the events.

## 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](#).



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

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### Needs Assessment Summary

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.

The needs assessment brought to two major areas to our attention: comprehension skills and academic vocabulary. Both of these areas were found to be our lowest performing, and when taking into consideration that over 65% of the students in the building are Language Learner these two skills are very important. The team also believes that increases in these two areas will result in increased performance in all subject areas. Related to both of these area of need, it was recognized that we need our students talking to one another about what they will read, what they have read, as well as predictions and conclusions about the text and other related conversations around their reading.

### 5a. SY 2023–2024 SMARTIE Goal #1:

By May of 2024, ELL students will increase their reading comprehension abilities by 20%, as measured by i-Ready diagnostics, curriculum assessments, and teacher developed assessments.

*Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.*

Activities	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>Activity 1 Think-Pair-Share: students will think about a topic or question, and then discuss with a partner to check for understanding or to develop a better understanding of the topic</p> <p>All students will benefit from this activity; however, it is being implemented with our Language Learners in mind</p>	<p>Walkthrough data, assessment data (formative and summative), i-Ready diagnostic data</p>	<p>This strategy is expected to be utilized at least 4 times a week. Weekly walkthroughs and submission of lesson plans will be used to monitor frequency of use. Teachers will also maintain a tally sheet to show the number of times they use it.</p> <p>Data will be reviewed at least once a month to determine effectiveness.</p>	<p>All teachers will be responsible for implementing this strategy. The AVID team will provide support around implementation. PLCs, AVID team, GLAD trained staff, and the building leadership team will all contribute to measuring and adjusting.</p>	<p>AVID summer institute, AVID team-led PD for staff, GLAD training, PLC time, MyAVID website, AVID weekly, ESD support</p>
<p>Activity 2 Visualization Strategies (AVID Strategy): students will create representations during reading of sensory images, feelings, and emotions prompted by the text.</p> <p>All students will benefit from this activity;</p>	<p>Walkthrough data, assessment data (formative and summative), i-Ready diagnostic data</p>	<p>This strategy is expected to be utilized with every read-aloud that is done during ELA. Weekly walkthroughs and submission of lesson plans will be used to monitor frequency of use. Teachers will also maintain a tally sheet to show the number of times they use it.</p> <p>Data will be reviewed at least once a month to determine effectiveness.</p>	<p>All teachers will be responsible for implementing this strategy. The AVID team will provide support around implementation. PLCs, AVID team, and the building leadership team will all contribute to measuring and adjusting.</p>	<p>AVID summer institute, AVID team-led PD for staff, PLC time, MyAVID website, AVID weekly, ESD support</p>

<p>however it is being implemented with our Language Learners in mind</p>				
<p>Activity 3 Two- and Three-column notes: students will take notes formatted in two or three columns to support synthesis of information, meaningful connections, and retention of concepts.</p> <p>All students will benefit from this activity; however, it is being implemented with our Language Learners in mind</p>	<p>Walkthrough data, assessment data (formative and summative), i-Ready diagnostic data</p>	<p>This strategy is expected to be utilized at least 4 times a week. Weekly walkthroughs and submission of lesson plans will be used to monitor frequency of use. Teachers will also maintain a tally sheet to show the number of times that they have students participate in note taking.</p> <p>Data will be reviewed at least once a month to determine effectiveness.</p>	<p>All teachers will be responsible for implementing this strategy. The AVID team will provide support around implementation. PLCs, AVID team, and the building leadership team will all contribute to measuring and adjusting.</p>	<p>AVID summer institute, AVID team-let PD for staff, PLC time, MyAVID website, AVID weekly, ESD support</p>
<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>				
<p>1. AVID: \$5000 Title I \$5000 Title II GLAD: \$10000 Title III</p>				

2.

3. Click or tap here to enter text.

**5b. SY 2023–2024 SMARTIE Goal #2:**

By May of 2024, ELL students will increase their understanding of academic vocabulary by 20%, as measured by i-Ready diagnostics, curriculum assessments, and teacher developed assessments.

*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.*

<b>Activities</b>	<b>Measures</b>	<b>Timeframe</b>	<b>Lead</b>	<b>Resources</b>
<i>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?</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?  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?  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>
Activity 1 Cognitive Content Dictionaries: teacher and student will create a dictionary of words that they are unfamiliar with to support their development of academic vocabulary.  All students will benefit from this activity; however, it is being implemented with our Language Learners in mind.	Walkthrough data, assessment data, i-Ready diagnostic data	This strategy is expected to be utilized 2 times a week. Weekly walkthroughs and submission of lesson plans will be used to monitor frequency of use. Teachers will also maintain a tally sheet to show the number of times they have utilized this strategy.	All teachers will be responsible for implementing this strategy. GLAD trained staff can support staff unfamiliar with the strategy. PLCs and the building leadership team will all contribute to measuring and adjusting.	GLAD training, PLC time, ESD Support

		Data will be reviewed at least once a month to determine effectiveness.		
<p>Activity 2</p> <p>Interactive Word Wall: the teacher, with the students' support, will create a collection of vocabulary terms that students have learned. This wall will grow over the course of the year, with no words being removed, only new ones added.</p> <p>All students will benefit from this activity; however, it is being implemented with our Language Learners in mind</p>	Walkthrough data, assessment data, i-Ready diagnostic data	<p>This strategy is expected to be utilized 2 times a week. Weekly walkthroughs and submission of lesson plans will be used to monitor frequency of use. Teachers will also maintain a tally sheet to show the number of times they have utilized this strategy.</p> <p>Data will be reviewed at least once a month to determine effectiveness.</p>	All teachers will be responsible for implementing this strategy. PLCs and the building leadership team will all contribute to measuring and adjusting.	AVID Summer Institute, GLAD training, PLC time, ESD support
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. AVID: \$5000 Title I \$5000 Title II GLAD: \$10000 Title III				
2. Click or tap here to enter text.				
<b>5c. SY 2023–2024 SMARTIE Goal #2:</b>				
Click or tap here to enter text.				
<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>				
<b>Activities</b>	<b>Measures</b>	<b>Timeframe</b>	<b>Lead</b>	<b>Resources</b>
<i>What evidenced-based practice(s) will you implement in order to have</i>	<i>What short- and long-term data will be collected to measure the impact of student</i>	<i>What was / is the projected length of time of this activity?</i>	<i>Who (what team or individual) will be responsible</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE</i>

<i>impact toward achieving this goal?</i>  <i>Who, specifically, will benefit from this practice/activity?</i>	<i>learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>for implementing, measuring, and adjusting the activity?</i>  <i>Who else will be involved?</i>	<i>Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Activity 1 Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Activity 2 Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
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
<b>Basic Education</b>	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	All elementary teachers have 45 minutes of PLC time daily built into the master schedule. This time is used to collaborate and plan around school improvement efforts including curriculum alignment and monitoring/tracking data.
<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.	Hire additional support staff and teachers to help decrease the student to teacher ratio. Support staff assists teachers in delivering high-quality instruction and support for students.
<b>Title II, Part A</b>	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	GLAD Training, AVID Training, Science of Reading training, SEL training, travel.
<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> After classes and summer school for staffing and supplies for LEP students to development English proficiency. WIDA & GLAD training for teachers and paraeducators.
<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.	We partnered with Douglas County Sheriff’s office to place an SRO/Deputy on site during our 180-school day. Students and staff need to feel safe to teach and learn at their best.

## 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>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	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i> LAP Reading Teacher Specialist and LAP Math Teacher Specialist along with LAP paraeducators help provide Tier II targeted instructional support. Intervention curriculum.
<b>Local Funds</b>	Not applicable	Not applicable
<b>Other Funding Sources, including School Improvement Grant Funding</b>	Click or tap here to enter text.	Click or tap here to enter text.