

OSPI School Improvement Plan

2023–2024

Addendum for LEAs Developing a Title I, Part A Schoolwide Plan or Targeted Assistance Protocols

Title I, Part A Plan Directions: Use this optional document to complete and attach the following to the OSPI 2023-24 SIP

1. **Comprehensive Needs Assessment: Utilize [Comprehensive Needs Assessment \(CNA\) Toolkit](#) resource to complete the CNA.**

The comprehensive needs assessment directs a building to collect and analyze student data. 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 (SWP); however, schools should place emphasis on strategies that help learners struggling to meet state standards. In their needs assessment, schools should describe their students' demographics, levels of achievement (academic and language proficiency), parent family engagement, atmosphere, and staffing. **Note: For Title I, Part A SWP purposes, be sure to attach a summary of the Comprehensive Needs Assessment (CNA) to the SIP.**

Note: The expectation for using the CNA process with intentionality is to inform decision-making for reform strategies and activities to ensure mastery, when taken together, constitute the implementation of programs and activities to provide a **Well-Rounded Education** (ESEA section 1114(b)(7)(A)(ii)). Both components have been called out specifically in OSSI templates and are acceptable to use. SWP schools must annually review and revise the plan based on student needs and the results of a CNA process to ensure continuous improvement (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

2. **Well-Rounded Educational Strategies:** 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 will be used to positively impact student learning, especially for the lowest-achieving students), addressed in OSSI 2023–24 template. Based upon results of the CNA process, use SMARTIE goals to describe how the school will accomplish each goal addressing student needs in the SIP.
3. **Consolidation of Funds Matrix:** Coordination and integration of Federal, State and Local funds, utilize matrix shown below.



A school operating a Title I, Part A schoolwide program has the flexibility to consolidate federal funds, as well as some state and local funds under the plan. If a school is identified for comprehensive or targeted support, the intent must align to the school improvement efforts.

Consolidating funds in a schoolwide program means that a school treats the funds it is consolidating as if they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identities, and the school has one flexible pool of funds. The school may use this pool of funds to support any activity of the schoolwide program if the original intent and purpose of the funds are met. By consolidating funds in a schoolwide program, a school may more effectively fund, design, and implement a comprehensive plan to upgrade the entire educational program in the school.

Title I, Part A Plan (SY 2023–2024) Addendum

Directions: Use this form to record the information needed in a manner that best works for your school and/or district. Be sure to keep a copy in school/district documentation and have this information available for OSPI if participating in a program review.

Component One: Comprehensive 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?
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.

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?
 - b. What challenges do they face?
 - c. What are some important relationships in their life?
4. **Title I, Part A, Targeted Assistance School:** Answer the following questions to address the requirement of Component 2 - 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.
 - 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.
 - 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?

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?
2. What professional learning and support have you identified where 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)?
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?
4. **Title I, Part A, Targeted Assistance School:** Answer the following questions to address 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?
 - b. How will the professional development activities benefit the students receiving targeted assistance services?

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 strength for your school's system of support and how other areas will be strengthened.

2. How did your school identify these areas of strengths and improvement?
3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
4. What areas have you identified as areas of strength, and where do you hope to strengthen and build further family and community engagement and partnership(s)?
5. **Title I, Part A, Targeted Assistance School:** Answer the following questions to address the requirement of Component 4 - Coordination and Transitions.
 - a. How does your targeted assistance program coordinate with core and additional programs in the school?
 - 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?
 - c. How do you support transitions between grade spans?
 - d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interest?
6. **Title I, Part A, Targeted Assistance School:** Answer the following questions to address 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?
 - b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

Consolidated Funds Matrix to Support Our Schoolwide Program. 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.

Consolidated Funds Matrix		
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.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i>

Consolidated Funds Matrix

Program	Intent and Purpose	Activities Implemented to meet Intent and Purpose
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.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i>
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.	<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>
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.	<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>

Consolidated Funds Matrix

Program	Intent and Purpose	Activities Implemented to meet Intent and Purpose
Local Funds	Local levy revenue may be combined in schoolwide programs.	
Other Funding Source		