# *Local Education Agency (LEA) Consolidated Accountability Plan (L-CAP) Template: SY 2025-26*

# Purpose

Welcome to the Local Education Agency Consolidated Accountability Plan (L-CAP) planning template. This planning template provides detailed instructions to guide you in gathering data and answering questions.

**The official L-CAP must be completed with** [**the online tool**](https://survey.alchemer.com/s3/8228644/Local-Education-Agency-LEA-Consolidated-Accountability-Plan-L-CAP-Template-SY2025-26)**.** The LEA's L-CAP will be automatically sorted into the district's folder on the [OSSI Basecamp site](https://3.basecamp.com/5761144/projects/36552497). If at any point you need to save your work and continue filling out the online L-CAP later, use the "Save and Continue" option located in a bar on each page. A link will be emailed to you that will allow you to return to the template later without losing the information you've already entered.

The L-CAP does not serve as the OSSI Grants application; however, completion of the Alchemer survey is one component of the grants application required to secure approval for OSSI funding.

**Additional Guidance:**

* [L-CAP Implementation Guide](https://ospi.k12.wa.us/sites/default/files/2024-03/l-cap-implementation-guide.pdf)
* [L-CAP Checklist](https://ospi.k12.wa.us/sites/default/files/2025-03/how-use-lea-consolidated-accountability-plan.pdf)
* [What is the L-CAP Webinar](https://www.youtube.com/watch?v=6Pyh9dcdpt4)

Please enter information relevant to the Local Education Agency (LEA); i.e., school district, in the table below:

Section 1: District Information

|  |  |
| --- | --- |
| **School District:** | Click or tap here to enter text. |
| **District Contact for L-CAP (Name and Title):** | Click or tap here to enter text. |
| **Email:** | Click or tap here to enter text. |
| **Phone Number:** | Click or tap here to enter text. |
| **District Contact/Contacts for Oversight of School Improvement**  **(Name and Title):** | Click or tap here to enter text. |
| **Email:** | Click or tap here to enter text. |
| **Phone:** | Click or tap here to enter text. |
| **ESD: (e.g., 101)** | Click or tap here to enter text. |
| **Date:** | Click or tap here to enter text. |

# Section 2: The Improvement Process

# **Step 1)** [Washington State Improvement Framework](https://ospi.k12.wa.us/policy-funding/grants-management/every-student-succeeds-act-essa/washington-school-improvement-framework) (WSIF) Identification

# **Step 2)** [Comprehensive Needs Assessment (CNA)](https://ospi.k12.wa.us/sites/default/files/2023-08/comprehensive_needs_assessment_march_2023.pdf)

# **Step 3)** [School Improvement Plan (SIP)](https://ospi.k12.wa.us/sites/default/files/2025-03/2025-26-ossi-school-improvement-plan-template.docx)

# **Step 4)** [Local Education Agency Consolidated Accountability Plan (L-CAP](https://survey.alchemer.com/s3/7750450/Local-Education-Agency-LEA-Consolidated-Accountability-Plan-L-CAP-Template-SY2024-25))

# **Step 5)** Progress Monitoring (by schools, LEAs, SEA)

# **Step 6)** *(if applicable)* Federal Program Review and Support and [OSSI Resource Allocation Review (RAR)](https://ospi.k12.wa.us/sites/default/files/2024-07/ossi-resource-allocation-review-rar-objective-and-purpose.pdf)

Using data from the CNA, identified schools generate a SIP outlining building-level goals, evidence-based interventions, data measures, progress monitoring, and budgets. LEAs collaborate with and support each school in developing and implementing a SIP, for which the LEA receives section 1003 school improvement funds. LEAs review all SIPs across the district and complete this district-level plan outlining the strategic priorities/goals, evidence-based interventions, progress monitoring, and budgets that align with and support goals identified in school SIPs.

# Section 3: School Leader Collaboration

Collaboration should focus on districts ensuring that schools have what they need to conduct useful CNAs and create strong SIPs and that schools have the support they need to achieve their SIP goals.

Building on your previous work with schools, describe your LEA will collaborate with school leaders on the development, selection, and progress monitoring of evidence-based interventions for their SIP goals.

Click or tap here to enter text.

# Section 4: Community Feedback and Involvement

Building on your previous work, describe how your LEA ensures input and feedback from students, staff, families, and community members is included in the design and implementation of your LEA system improvement supports.

Click or tap here to enter text.

# Section 5: Tribal Consultation

*Tribal Consultation is a legal obligation imposed on state and federal agencies under the* [*Every Student Succeeds Act (ESSA)*](https://ospi.k12.wa.us/policy-funding/grants-management/every-student-succeeds-act-essa)*.* **Check** [**the Office of Native Education (ONE) webpage**](https://ospi.k12.wa.us/student-success/access-opportunity-education/native-education/tribal-consultation) **to see if Tribal Consultation (Affirmation of Tribal Consultation & Strengthening Tribal Consultation) is applicable/required for your LEA/district by** [**ESSA Section 8538**](https://www2.ed.gov/documents/essa-act-of-1965.pdf#page=434)**:** [ESSA Affected School Districts with American Indian/Alaska Native Enrollment over 50% and/or Title VI Indian Education Grants over $40,000](https://ospi.k12.wa.us/sites/default/files/2024-10/essa-affected-schools-24-25-tribes.pdf)\* Affected LEAs must receive ONE approval as a prerequisite to receive approval on any OSSI grants applications.

The purpose of Tribal Consultation is to ensure that Tribal governments or representatives **and** state or federal education agencies have meaningful opportunities to provide input, feedback, and recommendations on education policies, programs, and services that impact the success of American Indian/Alaska Native (AI/AN) students. This includes but is not limited to curriculum development, teacher training, student assessment, special education, language, and cultural preservation.

Tribal consultation is a crucial component of ensuring that AI/AN students receive a high-quality education that is responsive to their cultural and linguistic backgrounds, and that respects their sovereignty and self-determination as Indigenous peoples. During Tribal Consultation, state and federal education agencies must engage in a government-to-government relationship with Tribal governments. This means that education agencies must respect and consider the unique cultural, linguistic, and educational needs of AI/AN students, families, and communities.

Building on previous work, how does your LEA use timely, meaningful, and ongoing Tribal consultation in the planning and implementation of the district priorities and School Improvement Plans (SIPs) across your district to support American Indian/Alaskan Native students, families, and communities?

Click or tap here to enter text.

# Section 6: [Examining Resource Inequities](https://ospi.k12.wa.us/sites/default/files/2025-03/ossi-examining-resource-inequities-tool.docx)

SIPs and L-CAPs must identify resource inequities, which may include a review of LEA and school-level budgeting, to be addressed through implementation of the plan, as required by ESEA section 1111(d)(1)(B)(iv) and (2)(C). School districts must address resource inequities by analyzing key data. This includes per-pupil expenditure, teacher qualifications, access to specialized instructional staff, and participation in rigorous coursework. All findings must guide efforts to eliminate disparities and improve educational opportunities.

## Resources to evaluate:

**Fiscal resources:** school and district budgeting; per-pupil expenditures from Federal, State, and local sources.

**Non-fiscal resources**: school leadership quality and diversity; teachers; teaching quality and diversity (i.e., rates at which “low-income students and minority students [are] taught by inexperienced or out-of-field teachers); staff; learning-ready facilities, access to and participation in comprehensive and rigorous coursework; instructional time and attention; access to specialized instructional support personnel; rates of access to and participation in preschool and full-day kindergarten programs for elementary school students; high quality early learning and early interventions; diverse and inclusive schools and classrooms; family academic engagement; community engagement; graduation pathways; access to experienced, effective school leaders; access to out-of-school time programs, including high-quality before-school, afterschool, and summer learning and enrichment programs; access to arts education; access to instructional materials or technology, including multilingual materials; access to technology, including access to devices and high-speed internet in schools and students’ homes; information on school facilities; disparities in discipline practices; measures of school climate; availability of student support services; and teacher and leader information such as compensation, retention, access to mentoring/induction programs) available to the LEA or school that would be helpful to examine as part of its review.

## SY 2024-2025 Demographics

Awareness of the basic demographics of your student, teacher, and administrator populations will help you examine the data in other sections and identify disparities.

Enter the total number of students, teachers, and administrators in your district during the 2024-25 school year in the fields below. For student enrollment, use the total number of students that were enrolled on the first business day of October.

### Total Count

|  |  |  |
| --- | --- | --- |
| Students | Teachers | Administrators |
|  |  |  |

In the fields below, enter in the number of students, teachers, and administrators that identify with the different federal race and ethnicity categories. Use the total numbers from the table above to calculate the percentage of each group in the following way: number of students in a group / total number of students x 100.

|  | Number of Students | Percent of Total Students (%) | Number of Teachers | Percent of Total Teachers (%) | Number of Administrators | Percent of Total Administrators (%) |
| --- | --- | --- | --- | --- | --- | --- |
| American Indian or Alaskan Native |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |
| Black or African American |  |  |  |  |  |  |
| Hispanic/Latino |  |  |  |  |  |  |
| Native Hawaiian or Other Pacific Islander |  |  |  |  |  |  |
| Two or More Races |  |  |  |  |  |  |
| White |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |
| Economically Disadvantaged |  |  |  |  |  |  |
| English Learners |  |  |  |  |  |  |

## Access to High-Quality and Appropriately Licensed Educators

### TEACHERS

|  | District Staff (FTE) | District Percent |
| --- | --- | --- |
| Total |  |  |
| Fully licensed |  |  |
| Out-of-field or licensed with stipulations |  |  |
| Emergency certification |  |  |
| 5+ yrs experience in assignment area code |  |  |
| <5 yrs experience in assignment area code |  |  |
| Paraeducator s |  |  |
| School Counselors |  |  |
| School Librarians |  |  |
| School Nurses |  |  |
| School Psychologists |  |  |
| School Social Workers |  |  |
| Speech Language Pathologists |  |  |
| Other Specialized Instructional Support Personnel |  |  |

### SCHOOL LEVEL ADMINISTRATORS

|  | District Staff (FTE) | District Percent |
| --- | --- | --- |
| Total |  |  |
| 5+ yrs experience |  |  |
| <5 yrs experience |  |  |

**Describe data (funding, staffing, materials, resources, etc.) being used to determine the resource inequities in your LEA that will be addressed in this plan.**

Explain how low-income and minority students are impacted by teacher effectiveness across the district (are taught by inexperienced, limited certificate status, or out of field teachers.) What are some conditions or practices that contribute to this?

|  |
| --- |
| Click or tap here to enter text. |

Does the LEA have a high percentage of teachers with less than five years of experience? If so, what are some conditions or practices that may be contributing to this?

|  |
| --- |
| ​Click or tap here to enter text.​ |

Are teacher demographics proportionately aligned to the student demographics? If not, what are some conditions or practices that may be contributing to this?

|  |
| --- |
| ​Click or tap here to enter text.​ |

Explain LEA policies and procedures for offering students access to specialized instructional staff.

|  |
| --- |
| Click or tap here to enter text. |

## High-Quality Instructional Materials

Research shows that when students are provided with high-quality, grade-level instructional materials that align with standards, and educators receive continuous, job-embedded professional development on how to use these materials, student achievement improves. The following tables and questions are meant to help you evaluate your instructional materials.

### ELA (English Language Arts) INSTRUCTIONAL MATERIALS

| Material | Last updated | Aligned with WA Learning Standards for ELA | Used for Title I and/or Special Ed |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### MATHEMATICS INSTRUCTIONAL MATERIALS

| Material | Last updated | Aligned with WA Learning Standards for Math | Used for Title I and/or Special Ed |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Data Inquiry Questions

What is the overall [level of alignment of LEA instructional materials to academic standards in ELA and mathematics?](https://ospi.k12.wa.us/student-success/learning-standards-instructional-materials) If there is misalignment what are some conditions or practices that may be contributing to any lack of alignment?

|  |
| --- |
| Click or tap here to enter text.​ |

Do all students – including those receiving Title I, Special Education, or English language instruction services – have access to grade-level, standards-based instructional materials? If not, what are some conditions or practices that may be contributing to this lack of access?

|  |
| --- |
| Click or tap here to enter text.​ |

Explain LEA policies and procedures for proportionately offering students access to and participation in comprehensive and rigorous coursework across the district.

|  |
| --- |
| Click or tap here to enter text.​ |

​​

Explain rates of access to and participation in preschool, transitional kindergarten (TK), and full-day kindergarten programs across the district.

|  |
| --- |
| Click or tap here to enter text.​ |

​​

How has your LEA addressed [screening for biased content](https://ospi.k12.wa.us/sites/default/files/2023-08/ethnicstudiesscreeningforbiasedcontent.pdf) and integrating culturally sustaining (meaning culture is viewed as a resource for learning, not a barrier) instructional materials?

|  |
| --- |
| Click or tap here to enter text.​ |

Explain the [professional learning](https://app.leg.wa.gov/rcw/default.aspx?cite=28A.415.430) opportunities that the LEA provides to teachers to support their use of instructional materials. How is the impact of professional learning measured?

|  |
| --- |
| Click or tap here to enter text.​ |

## FUNDING

|  |  |
| --- | --- |
|  | District |
| Per-Pupil Expenditure |  |

## Data Inquiry Questions

Based on per-pupil expenditure and the student demographics in our school and district:

What supplemental programs such as Title 1 and LAP do you have across the district?

|  |
| --- |
| Click or tap here to enter text. |

What is the LEA methodology for determining supplemental programming distribution across the district?

|  |
| --- |
| Click or tap here to enter text.​ |

Based on per-pupil expenditure and the student demographics in the district, are students receiving supplemental resources at an equitable level? If not, what are some conditions or practices that may be contributing to disparities?

|  |
| --- |
| Click or tap here to enter text.​ |

Given the current funding situation, what could be done to counteract the consequences of potential systemic inequities as we head into the new school year?

|  |
| --- |
| Click or tap here to enter text.​ |

Describe how the LEA will work to eliminate opportunity gaps revealed by data across the district.

Click or tap here to enter text.

Share an example of how resource inequities have been addressed in the past, highlighting the outcomes and explaining how the LEA will support schools in addressing these inequities moving forward.

Click or tap here to enter text.

Describe how the LEA will ensure resource inequities are considered in the development and implementation of each school’s improvement plans, including how the impact of new resource allocations will be measured.

Click or tap here to enter text.

How are school communities we engage with as partners representative of all student groups, and how do we consider barriers such as time, understanding, or access, while using multiple forms of data, to ensure their voices are valued and recognized in the district continuous improvement planning processes?

Click or tap here to enter text.

## Summarizing Resource Inequities

|  |
| --- |
| After investigating resource inequities summarize priorities for improvement that will be addressed in this plan.  Click or tap here to enter text. |

# Section 7: LEA Priorities/Goals and Improvement Activities (Evidence-Based Interventions)

## Strategic Priorities or SMARTIE Goals

Consider: *What does the LEA hope to see by the end of the year for each WSIF Tier 1, 2, 3, and 3+ school? What will the schools need from the LEA to effectively achieve each SIP goal? What specifically is the LEA trying to accomplish? How can the LEA build school priorities in the strategic plan? Are* *the strategic priorities/goals supported by evidence-based interventions (activities, practices, or strategies)?*

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?
* How will we know if progress toward the goal is being made?
* When and how often will data be checked for progress?

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 equitable access, and is there an element of fairness and justice inherent in the goal?
* If the outcome specified in this goal is not 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?

## Strategic Priority or SMARTIE Goal 1

Write your LEA Priority or SMARTIE Goal 1 in the box below. While LEAs should identify their own SMARTIE goals, we encourage each LEA to use the L-CAP to focus on supports that WSIF Tier 1, 2, 3, and 3+ schools need to effectively meet their SIP goals.

*(District Data +Evidence-based Intervention+**Data to Measure Effectiveness and Impact = Support of Priority/SMARTIE Goal)*

Click or tap here to enter text.

Name the specific student group(s) supported by this goal:

All Students

American Indian/Alaskan Native

Asian

Black/African American

Hispanic/Latino of any race(s)

Native Hawaiian/Other Pacific Islander

Two or More Races

White

English Language Learners

Students with Disabilities

What data were used to identify the student groups in this goal?

WSIF data

District-level data

School-level data

Other – write in: Click or tap here to enter text.

### Improvement Activities: Evidence-based Interventions and Data Measures Table

Please indicate at least two (2) evidence-based interventions (EBIs) you will implement to support Goal 1. These should be retrieved from sources such as [Department of Education (DOE) Evidence-Based Interventions](https://dpi.wi.gov/sites/default/files/imce/statesupt/pdf/guidanceuseseinvestment.pdf#:~:text=Non-Regulatory%20Guidance%3A%20Using%20Evidence%20to%20Strengthen%20Education%20Investments,Practices%2C%2072%20Fed.%20Reg.%203432%20%28Jan.%2025%2C%202007%29), [What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/), [OSPI Learning Assistance Program Menu of Best Practices](https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap/menus-best-practices-strategies), [Continuous School Improvement Resources](https://www.k12.wa.us/student-success/support-programs/system-and-school-improvement/continuous-school-improvement-resources). Please also list the data sources that will measure the impact and effectiveness of each evidence-based intervention in the Data to Measure Effectiveness and Impact column.

What will the LEA do to support schools to achieve their SIP goals?

|  | Evidence-Based Interventions | Data to Measure Effectiveness and Impact |
| --- | --- | --- |
| 1. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2. | Click or tap here to enter text. | Click or tap here to enter text. |
| 3. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4. | Click or tap here to enter text. | Click or tap here to enter text. |

## Strategic Priority or SMARTIE Goal 2:

Write your LEA Priority or SMARTIE Goal 2 in the box below. While LEAs should identify their own SMARTIE goals, we encourage each LEA to use the L-CAP to focus on supports that WSIF Tier 1, 2, 3, and 3+ schools need to effectively meet their SIP goals.

*(District Data +Evidence-based Intervention+**Data to Measure Effectiveness and Impact = Support of Priority/SMARTIE Goal)*

Click or tap here to enter text.

Name the specific student group(s) supported by this goal:

All Students

American Indian/Alaskan Native

Asian

Black/African American

Hispanic/Latino of any race(s)

Native Hawaiian/Other Pacific Islander

Two or More Races

White

English Language Learners

Students with Disabilities

What data were used to identify the student groups in this goal?

WSIF data

District-level data

School-level data

Other – write in: Click or tap here to enter text.

### Improvement Activities: Evidence-based Interventions and Data Measures Table

Please indicate at least two (2) evidence-based interventions (EBIs) you will implement to support Goal 2. These should be retrieved from sources such as [Department of Education (DOE) Evidence-Based Interventions](https://dpi.wi.gov/sites/default/files/imce/statesupt/pdf/guidanceuseseinvestment.pdf#:~:text=Non-Regulatory%20Guidance%3A%20Using%20Evidence%20to%20Strengthen%20Education%20Investments,Practices%2C%2072%20Fed.%20Reg.%203432%20%28Jan.%2025%2C%202007%29), [What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/), [OSPI Learning Assistance Program Menu of Best Practices](https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap/menus-best-practices-strategies), [Continuous School Improvement Resources](https://www.k12.wa.us/student-success/support-programs/system-and-school-improvement/continuous-school-improvement-resources). Please also list the data sources that will measure the impact and effectiveness of each evidence-based intervention in the Data to Measure Effectiveness and Impact column.

|  | Evidence-Based Interventions | Data to Measure Effectiveness and Impact |
| --- | --- | --- |
| 1. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2. | Click or tap here to enter text. | Click or tap here to enter text. |
| 3. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4. | Click or tap here to enter text. | Click or tap here to enter text. |

## Strategic Priority or SMARTIE Goal 3: (if applicable: for any additional goals, please copy and paste this section as needed):

Please write your LEA Priority or SMARTIE Goal 3 in the box below. While LEAs should identify their own SMARTIE goals, we encourage each LEA to use the L-CAP to focus on supports that WSIF Tier 1, 2, 3, and 3+ schools need to effectively meet their SIP goals.

*(District Data +Evidence-based Intervention+**Data to Measure Effectiveness and Impact = Support of Priority/SMARTIE Goal)*

|  |
| --- |
| Click or tap here to enter text. |

Please name the specific student group(s) supported by this goal:

All Students

American Indian/Alaskan Native

Asian

Black/African American

Hispanic/Latino of any race(s)

Native Hawaiian/Other Pacific Islander

Two or More Races

White

English Language Learners

Students with Disabilities

What data were used to identify the student groups in this goal?

WSIF data

District-level data

School-level data

Other – write in: Click or tap here to enter text.

### Improvement Activities: Evidence-based Interventions and Data Measures Table

Please indicate at least two (2) evidence-based interventions you will implement to support Goal 3. These should be retrieved from sources such as [Department of Education (DOE) Evidence-Based Interventions](https://dpi.wi.gov/sites/default/files/imce/statesupt/pdf/guidanceuseseinvestment.pdf#:~:text=Non-Regulatory%20Guidance%3A%20Using%20Evidence%20to%20Strengthen%20Education%20Investments,Practices%2C%2072%20Fed.%20Reg.%203432%20%28Jan.%2025%2C%202007%29), [What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/), [OSPI Learning Assistance Program Menu of Best Practices](https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap/menus-best-practices-strategies), [Continuous School Improvement Resources](https://www.k12.wa.us/student-success/support-programs/system-and-school-improvement/continuous-school-improvement-resources). . Please also list the data sources that will measure the impact and effectiveness of each evidence-based intervention in the Data to Measure Effectiveness and Impact column.

|  | Evidence-Based Interventions | Data to Measure Effectiveness and Impact |
| --- | --- | --- |
| 1. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2. | Click or tap here to enter text. | Click or tap here to enter text. |
| 3. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4. | Click or tap here to enter text. | Click or tap here to enter text. |

# Section 8: School Improvement Plan Development, Implementation, and Progress Monitoring

Respond to the prompts below to detail how the LEA will support the development, implementation, approval, and progress monitoring (i.e. review, examine impact) of School Improvement Plans (SIPs) for schools in each **WSIF identification Tier** that may be in your district (i.e., WSIF Tier 1, WSIF Tier 2, WSIF Tier 3, WSIF Tier 3 Plus).

## Schools Identified for WSIF Tier 1 Supports

If you have schools in your district that have been identified for **WSIF** **Tier 1** supports, please choose them and the student groups being supported:

**Tier 1 Schools:** Click or tap here to enter text.

**Student Groups:**

All Students

American Indian/Alaskan Native

Asian

Black/African American

Hispanic/Latino of any race(s)

Native Hawaiian/Other Pacific Islander

Two or More Races

White

English Language Learners

Students with Disabilities

Describe how the LEA will support the development of the school improvement plans for all schools identified for **WSIF Tier 1.**

Click or tap here to enter text.

Outline how the LEA will address and improve inequities of access, opportunity, and attainment for the specific student groups in all schools identified for **WISF** **Tier 1** supports.

Click or tap here to enter text.

Describe how the LEA will monitor progress frequently enough to adjust throughout the year, (i.e., review, approve, examine impact) the implementation of School Improvement Plans for all schools identified for **WSIF Tier 1** supports. Include which specific data measure(s) the LEA considers in tracking the impact of supports on individual student groups and how often measures are tracked.

|  |
| --- |
| Click or tap here to enter text. |

## Schools Identified for WSIF Tier 2 Supports

If you have schools in your district that have been identified for **WSIF** **Tier 2** supports, please choose them and the student groups being supported:

**Tier 2 Schools:** Click or tap here to enter text.

**Student Groups:**

All Students

American Indian/Alaskan Native

Asian

Black/African American

Hispanic/Latino of any race(s)

Native Hawaiian/Other Pacific Islander

Two or More Races

White

English Language Learners

Students with Disabilities

Describe how the LEA will support the development of the school improvement plans for all schools identified for **WSIF Tier 2**.

Click or tap here to enter text.

Outline how the LEA will address and improve inequities of access, opportunity, and attainment for the specific student groups in all schools identified for **WSIF Tier 2** supports.

Click or tap here to enter text.

Describe how the LEA will monitor progress, frequently enough to adjust throughout the year, (i.e., review, approve, examine impact) the implementation of School Improvement Plans for all schools identified for **WSIF Tier 2** supports. Include which specific data measure(s) the LEA considers in tracking the impact of supports on individual student groups and how often measures are tracked.

|  |
| --- |
| Click or tap here to enter text. |

## Schools Identified for WSIF Tier 3 Supports

If you have schools in your district that have been identified for **WSIF Tier 3** supports, please choose them and the student groups being supported:

**Tier 3 Schools:** Click or tap here to enter text.

**Student Groups:**

All Students

American Indian/Alaskan Native

Asian

Black/African American

Hispanic/Latino of any race(s)

Native Hawaiian/Other Pacific Islander

Two or More Races

White

English Language Learners

Students with Disabilities

Describe how the LEA will support the development of the school improvement plans for each school identified for **WSIF Tier 3**.

Click or tap here to enter text.

Outline how the LEA will address and improve inequities of access, opportunity, and attainment for the specific student groups in each school identified for **WISF** **Tier 3** supports.

Click or tap here to enter text.

Describe how the LEA will progress monitor, frequently enough to adjust throughout the year, (i.e., review, approve, examine impact) the implementation of School Improvement Plans for each school identified for **WSIF** **Tier 3** supports. Include which specific data measure(s) the LEA considers in tracking the impact of supports on individual student groups and how often measures are tracked.

|  |
| --- |
| Click or tap here to enter text. |

## Schools Identified for WSIF Tier 3 Plus Supports

If you have schools in your district that have been identified for **WSIF** **Tier 3 Plus** supports, please choose them and the student groups being supported:

**Tier 3 Plus Schools:** Click or tap here to enter text.

**Student Groups:**

All Students

American Indian/Alaskan Native

Asian

Black/African American

Hispanic/Latino of any race(s)

Native Hawaiian/Other Pacific Islander

Two or More Races

White

English Language Learners

Students with Disabilities

Describe how the LEA will support the development of the school improvement plans for ~~all~~ EACH school identified for **WISF** **Tier 3 Plus**.

Click or tap here to enter text.

Outline how the LEA will address and improve inequities of access, opportunity, and attainment for the specific student groups in each school identified for **WSIF** **Tier 3 Plus** supports.

Click or tap here to enter text.

Click or tap here to enter text.

Describe how the LEA will progress monitor, frequently enough to adjust throughout the year, (i.e., review, approve, examine impact) the implementation of School Improvement Plans for each school identified for **WSIF Tier 3 Plus** supports. Include which specific data measure(s) the LEA considers in tracking the impact of supports on individual student groups and how often measures are tracked.

|  |
| --- |
| Click or tap here to enter text. |

# Section 9: Funding

## Additional LEA Funding to Support School Improvement

Using the table below outline estimated budget for programs and resources that will be used to support improvement activities outlined in this plan, **outside of OSSI School Improvement Funds**. Use of OSSI Improvement funds will be detailed in the EGMS application should the LEA qualify for the grant and apply.

**Instructions:** Detail type of federal and state funding; provide estimated funding amount and intent and purpose (e.g. Other Title funding, Learning Assistance Program (LAP) funds, Local funding sources, etc.).

|  | Type of Federal and/or State Funding | Estimated Funding Amount | Intent and Purpose (Identify which schools are served/supported) |
| --- | --- | --- | --- |
| 1. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 3. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Total Estimated Funding Amount: |  | Click or tap here to enter text. |  |

# Next Steps

Thank you for completing the Local Education Agency (LEA) Consolidated Accountability Plan (L-CAP). Shortly, you should receive via email a pdf copy of your completed L-CAP. You may receive feedback following receipt of your submission, and/or during the grant application process.

Additional supports, such as grant funding and collaboration with Continuous Improvement Partners (CIPs) (for eligible schools), can be found on the [OSPI Continuous School Improvement Resources](https://ospi.k12.wa.us/student-success/support-programs/system-and-school-improvement/continuous-school-improvement-resources) webpage and by connecting with the [Continuous Improvement Team within the Office of System and School Improvement (OSSI)](mailto:OSSI@k12.wa.us) at Office of Superintendent of Public Instruction (OSPI).