

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	
1a. Building: Mountlake Terrace Elementary	1g. Grade Span: K-6 School Type: Elementary
1b. Principal: Maria Losee	1h. Building Enrollment: 411
1c. District: Edmonds School District	1i. F/R Percentage: 59.9%
1d. Board Approval Date: October 24 th ,	1j. Special Education Percentage: 25.2%
1e. Plan Date: June 14 th , 2023	1k. English Learner Percentage: 23.0%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:	
Targeted 3+	

Section 2: School Leadership Team Members and Parent-Community Partners	
Please list by (Name, Title/Role)	
Heather Lippert 1st Grade Teacher Lola Ramos Vergara Multilingual Teacher Rachel Billett 2nd Grade Teacher Maria Losee Principal	Mari Knowles 4th Grade Teacher Tracy Boradori Title I Teacher Kate Nichols Special Education Teacher Callie Olson Kindergarten Teacher

	Parent
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Section 3: Vision and Mission Statement

Vision: Equity, engagement, and excellence for each and every student.

Mission: Our mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens.

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?

An analysis of our achievement data showed that our two lowest achieving groups are our English Language Learners and the Students with Disabilities.

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.
 - Lack of implementation of the core reading, writing, and math curriculum.

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

- Essential Standards have not been identified and our teachers have not had professional development on planning, teaching, and assessing with Essential Standards.
 - Many of our teachers have not had professional development on SIOP or GLAD strategies to improve instruction for the English Language Learners.
 - Up to this time, we have not had an adopted curriculum to teach Reading Foundations skills.
 - The English Language Learners and Students with Disabilities have the lowest attendance rates among disaggregated groups.
 - The Panorama data showed Hispanic/Latinx students and Black/African American students are reporting the smallest percentage of favorable results under the category of Sense of Belonging.
 - Our teachers have not had professional development on Trauma Informed Practices.
 - The two groups of students with the lowest attendance rates are the Hispanic/Latinx and Black/African American students. Of the Hispanic/Latinx group, 68% are English Language Learners.
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?
A typical student at Mountlake Terrace Elementary likes to come to school. They enjoy building relationships with peers and with their teacher. They are compassionate towards others and value being a part of a diverse community of learners. They are savvy with the use of technology and learning that is technology-based. They are curious about the world and enjoy working together to learn.
 - b. What challenges do they face?
A typical student at Mountlake Terrace Elementary may experience gaps in learning, and so they enter the new grade already behind. They may struggle with academic language, basic skills, and lack confidence to engage in challenging tasks. Stamina and executive function skills are also a significant challenge for the typical student. A typical student may also be trauma impacted and possibly living with current trauma such as domestic violence, substance abuse, or economic hardship.
 - c. What are some important relationships in their life?
The typical student has a strong relationship with at least one parent/guardian in their life. They also have friends in their peer group at school, and a strong relationship with at least one adult at school.
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.**
 - MTE screens all students in grades Kindergarten, first, and second grade using Acadience Benchmark Assessments three times a year .
 - All third and fourth grade students that were previously identified as being below grade level in Reading; are also screened using Acadience Benchmark Assessments.

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

- New third and fourth grade students and students referred by the classroom teacher are screened using Acadience Benchmark Assessments.
 - All students K-3 that are identified as being below grade level standard using Acadience Benchmark Assessments are further assessed using the following Curriculum Based Assessments: 95% Group Phonological Awareness Screener for Intervention, The Phonics Screener for Intervention
- 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.**
- Kindergarten students are ranked by analyzing the Acadience Subtest for First Sound Fluency and Phoneme Segmentation Fluency.
 - First grade students are ranked by analyzing the Acadience Subtest for Phoneme Segmentation Fluency and Nonsense Word Fluency.
 - Second grade students are ranked by analyzing the Acadience Subtest Nonsense Word Fluency and Oral Reading Fluency for accuracy and then words correct per minute.
 - Third grade students are ranked by analyzing the Acadience Subtest Oral Reading Fluency for accuracy and then words correct per minute.
- 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?**
- Students receiving Title I services are assessed every two to four weeks to monitor progress using 95% Group Phonological Awareness Screener for Intervention or Phonics Screener for Intervention, depending on the focus for instruction.
 - Progress monitoring data is used to regroup students, change group sizes, change instructional focus, or exit services.
 - The data is used to determine when students are ready to exit, when they are ready to advance to the next skill, when students need intensified review of skills that are continuing to be a challenge.

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?
Our school values the work of engaging our community of students and families. We know that we have work to do in order to provide excellence in instruction in the area of curriculum, data collection, data analysis, and use of Essential Standards. Staff very much values equity and works hard to uncover and disrupt inequitable systems and structures in our school. Staff are eager to engage in this work next year and are excited to work together to improve achievement and sense of belonging for our students.
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)?
 - a. How to identify, unpack, plan from, and assess mastery of Essential Standards in Math, Reading, and Writing.
 - b. How to implement Professional Learning Communities that use data to differentiate instruction and close existing gaps.
 - c. How to effectively scaffold English Language Learners using SIOP or GLAD practices.

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- d. How to support students using Trauma Informed Practices.
 - e. How to effectively implement the core reading and writing curriculum.
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?
- a. The use of iReady reading and math programs to personalize instruction for students. The iReady data shows an improvement in student diagnostic scores. This is important because iReady data is strongly correlated with Smarter Balanced Assessment (SBA) data.
 - b. We have done one whole staff professional development session on Trauma Informed Practices and two whole staff sessions on Social Emotional Learning. We have worked with a consultant throughout the 2022-23 school year to improve Tier I behavioral systems. Panorama data and discipline data will provide the metrics for success with continued professional development.
 - c. We have had one whole staff professional development session on SIOP strategies. The Multilingual teacher regularly collaborates around data and instruction with grade level teams. The SBA, iReady diagnostic, and World-Class Instructional Design and Assessment (WIDA) will provide data to monitor success.
 - d. We have worked with a PBIS consultant to conduct a school needs assessment and create a student and staff handbook. This handbook includes both a matrix for behavior and a flowchart outlining behaviors that should be handled by the classroom teacher and behaviors that go to the office referral system. This work has resulted in the staff developing a shared vision around Tier I expected behaviors for the common areas of the school. We can improve in this area by continuing to implement the PBIS system and monitoring discipline data for types of behavioral errors, where they occur, when they occur, and disaggregating the data by race/ethnicity and gender.
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?**
Teachers will receive training on implementation of the newly adopted Reading Foundations curriculum and core curriculum as well as the Science of Reading.
 - b. **How will the professional development activities benefit the students receiving targeted assistance services?**
Professional development will help teachers and paraeducators improve their instructional practices and ability to plan based on assessment data.

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.
- a. The Student Support Team meets weekly to collaborate around students needing Tier II and Tier III levels of support for behavior. This team consists of the school psychologists, the SPED teacher, the Student Intervention Coordinator (SINC), and principal. This area can be strengthened by hiring a Family Resource Advocate for our school and a full-time counselor. These two roles are key to a system of behavioral support. We will also have a mental health provider on staff one day a week to serve students struggling with

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mental health. We will also be implementing a Social Emotional Learning team in 2023-24 to track data and plan for additional ways to support our students.

- b. We currently have a Problem-Solving Team, consisting of the school psychologist, a classroom teacher, the Multilingual teacher, a SPED teacher and the Principal. This team collaborates around helping classroom teachers plan and implement interventions at Tier II for students struggling academically and socially. This team can improve by strengthening the use of research-based interventions.
- c. We have an Attendance Team that meets biweekly to track attendance data and collaborate around support for families struggling with regular attendance. This team consists of the school nurse, the SIN, the attendance secretary, and principal. This work can be improved by adding a Family Resource Advocate to the team. It can also be improved by studying the data trends around existing barriers to attendance and working with community agencies and district resources to support families.
- d. Our school PBIS team has worked with a consultant to implement a Positive Behavioral Intervention System this year. The students have responded positively to the behavioral expectations and school-wide reward system. This is work we can continue to improve on next year by continuing to provide professional learning and tracking and analyzing discipline data.

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

The Leadership Team reflected on work done this year that has not been previously implemented. They analyzed the connected data for changes over time either positive or negative.

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

We recognize the need to improve interaction of community systems and school systems for improving attendance. For example, we have a school district-based Community Board that we can refer families to for attendance interventions. We have only used this community system one time this academic school year. An area of strength is the school's Student Support Team working by interacting with community systems (such as Care Solace) to connect families with outside counseling. We track the success of this interaction by collecting data around how many families have successfully been matched with an outside provider as a result of the referral.

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)?

We have worked to recruit strong representation of our Hispanic/Latinx families on our School Equity Team. This team collaborates to identify inequities and engage in the work of systemic disruption of inequitable practices or systems. We have also planned and hosted six evening events for families to engage with their students and the staff at Mountlake Terrace. One of these events was a Family Dinner/Family Story Writing night. Families were provided supplies to write a story from their family in their home language and then come back to a Family Dessert Night and share their stories. We want to strengthen these partnerships by hosting both a math and ELA family engagement night next year. We also plan to host families to come in and receive assistance in the use of technology to register their students for events or services and to access their student's school records online. We also plan to host multiple family forums and listen to what our families want for their students' school experiences. We also hope to have a Family Resource Advocate to help coordinate services for families in need and connect with our school.

5. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions**

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a. **How does your targeted assistance program coordinate with core and additional programs in the school?**

We have a reading intervention block of time (What I Need or WIN time) when every student is receiving targeted reading instruction in small groups. These groups range from alphabetic principle all the way up to advanced comprehension skills. These are flexible and the Title, SPED, Multilingual, and classroom teachers meet every four to six weeks to analyze data and regroup students as needed.

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?**

We have a reading intervention block of time (What I Need or WIN time) when every student is receiving targeted reading instruction in small groups. These groups range from alphabetic principle all the way up to advanced comprehension skills. These are flexible and the Title, SPED, Multilingual, and classroom teachers meet every four to six weeks to analyze data and regroup students as needed.

c. **How do you support transitions between grade span?**

At the end of the year, summer book packs and phonics games are sent home for all Title I students. In the fall, Title I teachers push into the general education classroom for several weeks to review key phonological awareness and phonics foundational skills at grades K-5.

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

Yes

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?**

- Title I does a meet and greet at Fall Open House. They provide information around Title I and share tips and strategies to support their students at home with reading.
- We have a Reading curriculum night planned for families in the 2023-24 school year. They will learn how to help their students at home with reading skills. We will also have games for them to take home.
- We have an end of year family night at the public library and students are given summer reading materials to take home and have the opportunity to get a library card.

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

- Family feedback on surveys and feedback gathered during family/teacher conferences.
- Reading achievement data.
- Family Panorama Survey at the end of year.
- Anecdotal data of students sharing what they do at home to practice reading.

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)

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).

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 Comprehensive Needs Assessment (CNA) process revealed an existing opportunity gap for two subgroups of students: English Language Learners and Students with Disabilities. These two subgroups are the lowest performing groups in ELA and Math as measured by the Smarter Balanced Assessment, iReady Diagnostic Assessment, and other district benchmark and curriculum-based assessments. The CNA process also revealed that our Hispanic/Latinx students have the lowest attendance rate among all the subgroups. Additionally, this group is also reporting at the second lowest percentage rate of students that responded favorably to Sense of Belonging questions on the Panorama Survey. We have identified inadequate funding for professional development for staff to implement the math and ELA core curriculum with fidelity, identify, plan, and assess using Essential Standards, implement Professional Learning Communities, implement SLOP and GLAD strategies as part of daily practice, and implement Trauma Informed Practices. We have identified a lack of materials to specifically address the Tier II and Tier III needs to provide interventions for these groups. Additionally, we have not had a Family Resource Advocate for all of the 2022–23 academic school year. This position is critical in supporting our highest need families. Finally, we also lack funding to provide staff with time to collaborate around data and planning using a Professional Learning Community model.

5a. SY 2023–2024 SMARTIE Goal #1:

During the 2023–24 school year, the percentage of English Language Learners that meet their Stretch Goal in Math as measured by the iReady diagnostic will increase from 3% to 8% and the percentage of Students with Disabilities that meet their Stretch Goal in Math will increase from 10% to 15% as measured by the iReady diagnostic.

The Stretch Goal measures growth recommended to put students who are performing below grade level on a path toward proficiency and students who are performing at grade level on a path toward advanced proficiency level.

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 an 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 Implement the adopted core curriculum to fidelity.</p>	<p>Collected data from principal walk-throughs.</p> <p>Curriculum based assessments (i.e. end of unit tests, math tasks, iReady)</p> <p>Collected anecdotal data from teachers</p>	<p>Projected length: 2023-24 academic school year</p> <p>September</p> <p>January</p> <p>June</p>	<p>Principal</p> <p>Leadership team</p> <p>Classroom teachers</p> <p>SPED teachers</p> <p>ELL teachers</p>	<p>Professional development on Core Curriculum (ESD)</p> <p>Collaborative time for grade level teams to work in PLCs.</p> <p>Professional learning walks.</p>
	<p>Activity 2 Support learners in understanding and using academic vocabulary.</p>	<p>Collected data from principal walk-throughs.</p> <p>Curriculum based assessments (i.e. end of unit tests, math tasks, iReady)</p> <p>Collected anecdotal data from teachers</p>	<p>Projected length: 2023-24 academic school year</p> <p>September</p> <p>January</p> <p>June</p>	<p>Principal</p> <p>Classroom teachers</p> <p>ELL teachers</p> <p>SPED teachers</p>	<p>Collaboration time between ML, SPED, and classroom teachers.</p> <p>Ongoing professional development in SIOP and GLAD strategies (ESD 4 days)</p> <p>Professional text</p>

	Activity 3 Collaboration in creating lesson study, unit planning, calibration, and assessment and instructional alignment.	Curriculum-based assessments. District benchmark assessment.	Projected length: 2023-24 academic school year September January June	Principal Classroom teachers ELL teachers SPED teachers	Professional development on essential standards (OSPI or ESD 1 day) Professional text/study. Professional Development on PLC Model (2 days- same days as above). Collaboration time.
	Activity 4 Identify, plan from, and assess learning using Essential Standards at each grade level.	Collected data from principal walk-throughs. Collected data from PLCs. Curriculum based assessments. District benchmark assessments.	Projected length: 2023-24 academic school year September January June	Principal Classroom teachers ELL teachers SPED teachers	Professional development on Essential Standards (OSPI or ESD 1 day) Professional text/study. Professional Development on PLC Model (2 days- same days as above). Collaboration time for teachers
	Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
	1. Professional development on the implementation of standard practices for effective school level PLCs (\$3000.00) Funding source: OSSI Grant				
	2. Three half day substitutes for leadership team to meet and monitor SIP goal math data (2,800.00)				
	3. Timesheet allowance for work done outside the contract day (\$2000.00) Funding source: OSSI Grant				

	4. Materials: 11 Copies of the professional text, <i>The Common Core State Standards: What They Say, What They Mean, and How to Teach Them Math</i> (at grades K-2, 3-5, 68) (\$379.95) Funding Source:OSSI Grant
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5c. SY 2023–2024 SMARTIE Goal #2:				
<p>During the 2023–24 school year, the percentage of English Language Learners that meet their Stretch Goal in Reading as measured by the iReady diagnostic will increase from 8% to 13% and the percentage of Students with Disabilities that meet their Stretch Goal in Reading will increase from 19% to 24% as measured by the iReady diagnostic.</p> <p><i>The Stretch Goal measures growth recommended to put students who are performing below grade level on a path toward proficiency and students who are performing at grade level on a path toward advanced proficiency level.</i></p>				
<p><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></p>				
Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have an 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 Implement adopted curriculum with fidelity.</p>	<p>Collected data from principal walk-throughs.</p> <p>Collected data from PLCs.</p> <p>Curriculum based assessments.</p>	<p>Projected length: 2023–24 academic school year</p> <p>September</p> <p>January</p> <p>June</p>	<p>Principal</p> <p>Classroom teachers</p> <p>Leadership team</p>	<p>Professional development on curriculum (ESD).</p> <p>Professional development on PLC model (same days as above).</p> <p>Time for PLC collaboration and progress monitoring</p>

	District benchmark assessments.			
Activity 2 Support learners in understanding and using academic vocabulary.	Collected data from principal walk-throughs. Curriculum based assessments (i.e. end of unit tests, math tasks, iReady) Collected anecdotal data from teachers	Projected length: 2023-24 academic school year September January June	Principal Classroom teachers ELL teachers SPED teachers	Collaboration time between ML, SPED, and classroom teachers. Ongoing professional development in SIOP and GLAD strategies (ESD 4 days) Professional text
Activity 3 Identify, plan from, and assess learning using Essential Standards at each grade level.	Collected data from principal walk-throughs. Collected data from PLCs. Curriculum based assessments. District benchmark assessments.	Projected length: 2023-24 academic school year September January June	Principal Classroom teachers ELL teachers SPED teachers	Professional development on Essential Standards (OSPI or ESD 1 day) Professional text/study. Professional Development on PLC Model (2 days- same days as above). Collaboration time
Activity 4 Collaborative time for teams to engage in lesson study, unit planning, calibration, and	Curriculum-based assessments. District benchmark assessment.	Projected length: 2023-24 academic school year September	Principal Classroom teachers ELL teachers SPED teachers	Collaboration time between ML, SPED, Title I, and classroom teachers.

assessment and instructional alignment.	SBA data	January June		
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
<p>1. Professional development on the implementation of standard practices for effective school level PLCs (2,850.00) Funding Source OSSI</p> <p>2. Three half-days of coverage for all teachers to monitor Reading SIP goal data and progress (\$2,800.00) Funding Source: OSSI Grant</p>				
3. Timesheet allowance for teachers to work outside the contract day (\$2000.00) Funding Source: OSSI Grant				
4. Paraeducator time to work in Tier II intervention (\$25,000.00) Funding Source: LAP High Poverty				
5. Materials 25 Copies of the professional text, <i>The Common Core State Standards: What They Say, What They Mean, and How to Teach Them</i> (at grades K-2, 3-5, 68) (\$968.00) Funding Source: OSSI Grant				
5c. SY 2023–2024 SMARTIE Goal #3:				
Between Winter of 2022 and Spring of 2024, the percentage of students in grades 3–5 with a positive response rate to Sense of Belonging questions will increase from 58% to 63%, and the percentage of students in 6 th grade with a positive response to Sense of Belonging questions will increase from 61% to 66%				
<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>				
Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have an 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 Create a building SEL Team that meets bi-weekly to track data and	SWIS data (office referrals for behavior) Panorama data	Projected length: 2023–24 academic school year September	Principal School Counselor SEL Team	Time to analyze and monitor attendance by disaggregated subgroups.

<p>plan for support and belonging activities.</p>	<p>Teacher surveys Primary grade belonging survey</p>	<p>January June</p>	<p>Attendance Secretary School Nurse</p>	<p>Time to analyze and monitor SWIS data by disaggregated subgroups.</p> <p>Create and train recess coaches (intermediate students)</p> <p>Partner with a consultant to develop organized play and systems for managing behavior on the playground (2 days)</p> <p>Develop scheduled assemblies throughout the year.</p> <p>Creation of student clubs</p> <p>Daily student shout outs on announcements for expected behaviors</p> <p>Schoolwide reflection and feedback surveys regarding what worked, and what needs improvement moving into the next school year</p> <p>Continue the commitment to the implementation and instruction of Second Steps curriculum (including morning meetings, SEL</p>
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				focused morning announcements, lessons, etc.)
<p>Activity 2</p> <p>Create a positive attendance program for families and students to raise the awareness around the importance of attendance.</p>	Attendance data	<p>Projected length: 2023-24 academic school year</p> <p>Bi-weekly monitoring of data</p>	<p>Leadership Team</p> <p>SEL Team</p> <p>Principal</p> <p>Front Office Secretary</p> <p>Nurse .</p>	<p>Improve communication with families around the importance of regular attendance.</p> <p>Regularly reach out to families and identify barriers to attendance and support with overcoming those barriers.</p> <p>Work with community agencies to help remove barriers to regular attendance.</p> <p>Use the Community Board in ESD to support families in overcoming barriers to regular attendance.</p>
<p>Activity 3</p> <p>Continued implementation and monitoring of PBIS .</p>	<p>SWIS data (office referrals for behavior)</p> <p>Panorama data</p> <p>Green ticket data</p>	<p>Projected length: 2023-24 academic school year</p> <p>September</p> <p>January</p> <p>June</p>	<p>PBIS Team</p> <p>Principal</p> <p>Counselor</p> <p>SINC</p>	<p>PD for staff on progressive behavior matrix and the difference between classroom and office response to behaviors (Principal)</p> <p>Use of Edmonds School District behavior matrix to guide discipline decisions.</p> <p>Green ticket positive whole school reward system</p> <p>Schoolwide reflection and feedback surveys regarding what worked, and what needs improvement moving into next year</p>

				Schoolwide meetings to discuss survey data, determine themes, areas of high importance and high control, plan next steps.
Activity 4 Develop staff-wide knowledge and implementation of trauma-informed practices.	Student Support Team data Staff surveys Panorama data	Projected length: 2023-24 academic school year September January June	PBIS Team Principal Classroom Teachers Support Staff	SEL team attends the “Classroom 180 Virtual Boot Camp” professional development and book study (4 Days) Ongoing whole Staff PD led by SEL Team and district behavior specialist
Activity 5 Develop and implement a plan to increase family engagement across the school year	Family Survey Attendance data from Family Engagement Events	Projected length: 2023-24 academic school year.	Equity Team Leadership Team Principal Family Resource Advocate	Procure a consistent .5 Family Resource Advocate for our school (ESD) Schoolwide reflection and feedback surveys regarding what worked, and what needs improvement moving into next year Schoolwide meetings to discuss survey data, determine themes, areas of high importance and high control, plan next steps.

				<p>Math and Reading curriculum nights for families.</p> <p>End of year library event for all primary students and summer reading bags sent home.</p>
<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>				
<p>1. Professional Development Classroom 180 Virtual Bootcamp (7 Attendees. \$4,200.00) Funding source: OSSI Grant</p>				
<p>2. Coverage for three teachers to attend Classroom 180 Virtual Bootcamp (\$2,700.00) Funding source: OSSI Grant</p>				
<p>3. Work with consultant on Playground behaviors and social development. (1,500.00) Funding source:) OSSI Grant</p>				
<p>4. Two half-days of coverage for leadership team to monitor, analyze, and plan for Belonging SIP goal. Funding source: (\$ 1,300.00)SSI Grant_</p>				
<p>5. Timesheet allowance for work done outside the contract day (\$500.00) Funding source: OSSI Grant</p>				
<p>6. Mental Health Provider at MTE for one day a week. Funding source: Grant from Center for Human Services</p>				
<p>7. Family Resource Advocate (half-time position \$35,000.00) Funding source: Grant from Foundation for Edmonds School District</p>				
<p></p>				

Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2023–24)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “not applicable” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	Provides for additional collaboration time to support math and reading instruction, PLC training, SIOP and GLAD training, and trauma informed practices.
Title I, Part A	To provide all children a significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Provides for additional collaboration time for Title I, MultiLingual, and classroom teachers to meet and analyze data, regroup students, and plan intervention.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	Provides for additional PBIS training, GLAD and SIOP training, training in trauma informed practices and training in curriculum implementation for reading.
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.	Provides for GLAD and SIOP training for all staff. Provides for additional instructional materials for our LEP students. Provides staffing to ensure that limited English Proficient students develop English proficiency and meet the same academic content and academic achievement standards that all other students are expected to meet.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	N/A
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	LAP funding to provide for paraeducator time to work with small groups in Tier II reading interventions. These funds also provided for professional development in the LTRs program and a consultant to provide training in the 95% curriculum.
Local Funds	Local levy revenue may be combined in schoolwide programs.	N/A
Other Funding Sources, including	Foundation for Edmonds School District Grant Center for Human Services Grant	Provides for a half-time Family Resource Advocate. Provides for a one day a week mental health provider to be on-site.

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
School Improvement Grant Funding		Professional development on trauma informed practices for all staff. Professional development on the PLC model and systems for data analysis and planning. Collaboration time for ELL, SPED, and classroom teachers. Partnership with a consultant to develop systems for managing Tier One behavior and continue to implement PBIS. Instructional materials to support targeted instruction for our ELL students and Students with Disabilities.