

At **SCHOOL**, categorical programs and basic education work together to meet the needs of all students and support our schoolwide program goals. While categorical and basic education funds are tracked separately in Tacoma for fiscal purposes, a school operating a Title I, Part A schoolwide program has the flexibility to consolidate funds from Title I, Part A with other federal, state, and local programs that will be combined under the schoolwide plan.

**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.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose <i>(below are examples of current known activities but not limited to)</i>
<b>Basic Education</b>	To provide all students with instruction aligned to grade-level specific state standards including differentiation and enrichment services as needed. Basic education funds are combined to support the activities listed as well as the intents and purposes of the federal programs combined in this schoolwide plan.	<ul style="list-style-type: none"> <li>• Teaching Staff</li> <li>• Learning Resources</li> <li>• Guidance and Counseling</li> <li>• Supervision (administrative)</li> <li>• Health Related Services</li> <li>• Instructional Professional Development</li> <li>• Instructional Technology</li> <li>• Curriculum</li> <li>• Communications/ Translations</li> </ul>
<b>Local Funds</b>	Local levy revenue may be combined in schoolwide programs.	<ul style="list-style-type: none"> <li>• Teaching Staff</li> <li>• Learning Resources</li> <li>• Guidance and Counseling</li> <li>• Supervision (administrative)</li> <li>• Health Related Services</li> <li>• Instructional Professional Development</li> <li>• Instructional Technology</li> <li>• Curriculum</li> <li>• Communications/ Translations</li> </ul>
<b>Title I, Part A</b>	To provide all students significant opportunity to receive a fair, equitable, and high-quality well-rounded education, and to close educational achievement gaps. Funds are combined to support a variety of activities: supplemental tutoring and resources, academic support, teacher professional development & family engagement.	<ul style="list-style-type: none"> <li>• Teachers and paraeducators to provide supplemental instruction to students below grade-level</li> <li>• Extended Learning Opportunities</li> <li>• Professional learning opportunities for staff, additional collaboration time, team PLC training, etc.</li> <li>• Supplemental intervention curriculum and software</li> <li>• Parent &amp; Family Engagement activities</li> <li>• Instructional Coaches</li> <li>• Summer learning opportunities</li> <li>• Reduce academic &amp; non-academic barriers of students in Foster Care or identified homeless and unaccompanied youth</li> </ul>
<b>Title II, Part A</b>	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<ul style="list-style-type: none"> <li>• Instructional Coaches</li> <li>• Professional learning in Core content areas</li> </ul>
<b>Title III</b>	To ensure that limited English Proficient (LEP) students, including immigrant children and youth,	<ul style="list-style-type: none"> <li>• Language Acquisition PD</li> <li>• Summer Learning Opportunities</li> </ul>

	develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<ul style="list-style-type: none"> <li>• Family Engagement Events</li> <li>• MLL instructional materials</li> <li>• Instructional Coaches</li> </ul>
<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.	<ul style="list-style-type: none"> <li>• TOSAs that support health and technology</li> <li>• High quality learning and professional development</li> </ul>
<b>Learning Assistance Program (LAP)</b>	<p>Accelerate student growth by addressing the needs of students in grades K-12 who are deficient in reading and/or math to improve student achievement. Funds are combined to support accelerated student growth through supplemental small group, pull-out or push-in tutoring.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Instructional Coaches</li> <li>• Teachers and paraeducators to support ELA and Math Tier III interventions</li> <li>• Extended Learning Opportunities</li> <li>• Professional learning opportunities for staff, additional collaboration time, team PLC trainings, etc.</li> <li>• Supplemental intervention curriculum and software</li> <li>• Summer learning opportunities</li> <li>• Behavior Intervention Specialists</li> <li>• Graduation Assistance/ Credit Retrieval</li> </ul>
<b>LAP- High Poverty</b>	LAP HP offers additional supplemental services for K–12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade-level. These services also address barriers preventing students from accessing core instruction. Students in grades 11 & 12 may access credit retrieval courses for graduation assistance.	<ul style="list-style-type: none"> <li>• Instructional Coaches</li> <li>• Teachers and paraeducators to support ELA and Math Tier III interventions</li> <li>• Extended Learning Opportunities</li> <li>• Professional learning opportunities for staff, additional collaboration time, team PLC trainings, etc.</li> <li>• Supplemental intervention curriculum and software</li> <li>• Summer learning opportunities</li> <li>• Behavior Intervention Specialists</li> <li>• Graduation Assistance/ Credit Retrieval</li> </ul>
<b>IDEA, Part B</b>	IDEA, Part B funds must be used only to pay the excess costs of providing a free and appropriate education to students with disabilities	<ul style="list-style-type: none"> <li>• Aids and services in regular classroom</li> <li>• Early intervening services</li> <li>• Case management tools for record keeping and data collection</li> </ul>
<b>CTE- Perkins</b>	The purpose of the Carl D. Perkins Act is to develop the academic, career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education (CTE) programs to improve their opportunities of entering the workforce in the local area at a higher wage and/or continue to pursue post-secondary education in the trades. Carl Perkins funds can only be used for CTE staff and students in grades 7 through 12.	<ul style="list-style-type: none"> <li>• Industry Recognized Credentials (IRC) for CTE Students and IRC Assessments</li> <li>• CTSO (Career and Technical Student Organization) support</li> <li>• Equipment approved by CTE and the General Advisory Board</li> <li>• Professional Development for CTE teachers</li> <li>• CTSO Teacher Stipends</li> <li>• Contracted Services as part of CTE’s summer programming</li> </ul>
<b>OSSI School Improvement Grant</b>	Schools identified for school improvement through the Washington School Improvement Framework (WSIF) receive additional support focused on improving the education of all students.	<ul style="list-style-type: none"> <li>• Positions to support school improvement and closing student academic gaps</li> <li>• Contractual services for tutoring services, and professional development</li> </ul>

		<ul style="list-style-type: none"> <li>• Teachers and paraeducators to provide supplemental instruction to students below grade-level</li> <li>• Extended Learning Opportunities</li> <li>• Professional learning opportunities for staff, additional collaboration time, team PLC training, etc.</li> <li>• Supplemental intervention curriculum and software</li> </ul>
<b>Other Funding Sources</b>		