

# Consolidated School Improvement Plan 2024–25

## 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 Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data	
Building Name: Lackamas Elementary.	<p>Does your school share a building with another school?</p> <p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p> <p>If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.</p>
School Code: 5018	<p>Grade Span: K-5</p> <p>School Type: Public Elementary</p>
Principal: Starla Watson	Building Enrollment: 290
School District: Yelm Community Schools	F/R Percentage: 47.75%
Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 15.3%
Plan Date: Oct 2024	English Learner Percentage: 2.4%
<p>Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</p> <p style="text-align: center;"><b>Foundational</b></p>	

Section 2: School Leadership Team Members and Parent-Community Partners
Please list by (Name, Title/Role)



Krishanna Armstrong- 5th grade teacher	Erin Price- Kinder Teacher
Bree Hyder - 2nd Grade Teacher	Tara Longfellow- SPED Teacher
Sara Powell- 4th Grade Teacher	Garrett Feldtman- 3rd Grade Teacher
Jessesca Moore- Parent	Janet Enlow- Specialist Teacher

### Section 3: Vision and Mission Statement

We are the Lackamas family. Here, we believe all students can achieve rigorous academic standards. We work collectively to offer support and compassion to all. We are committed to maintaining a strong sense of belonging among students, families, and staff by honoring each person's dignity, ensuring that all Lackamas family members feel appreciated, validated, and accepted.

Lackamas will establish and maintain a culture of dignity to increase student belonging as measured on the YCS Student Belonging Survey Specific Domain: Appreciated

- for all students from **80% (2324 fall baseline)** to **85%(2425 Spring)** by June, 2025.

## 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 Comprehensive Needs Assessment (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 school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

**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 and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?
  - **According to WSIF, overall, our student groups have made growth in the last year and attendance ratings have increased.**
  - **With our local benchmark and grade level assessments:**
  - **We have a more clear understanding of what ELA interventions connect to skills being taught in the classroom**
  - **We need a more clear understanding of Math interventions and how they connect to specific skills**
    - **With these two pieces of information, it helped us determine that we need more training on designing instruction for all learners.**

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

- The skills taught in our math curriculum do not match skills assessed on our benchmark assessments in grades K-1 until much later in the year.
2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?
- We have a more clear understanding of what ELA interventions connect to skills being taught in the classroom- This is clear in our classroom based assessments and in discrete sub-skills in ELA
3. What are possible root causes your team has identified for areas of improvement? Consider of areas of strength and what it will take to build strength in other areas.
- Our ELA curriculum and tools are not building skills that help students be independent readers. Especially our new students who are coming with no decoding skills. One strength we have is a strong knowledge from our district in how to universally design lessons for all learners using data.
  - This is the same for math. If students are not coming to us with a knowledge of mathematical strategies, they are struggling with math.
  - We also do not have a strong diagnostic assessment for math that drills down to specific skills students are missing to help with instructional design.
  - In terms of our behavior, students are missing the skills of showing empathy, and self control. A strength of our staff is really recognizing the behavior is a communication and our students are communicating that they need explicit teaching on empathy and self control.

Educators

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

1. 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)?
  - **There are 3 main professional learning opportunities that our school staff need.**
    - **Shifting the balance book study work session strategy implementation:** We will do this 1X per month following a building PLC discussion. This is a need for staff as there continues to be a need to learn more about best practices that shift from balanced literacy to stronger practices that support the Science of Reading within instruction. During the work session staff will work through a data Universal Design for Learning process to customize research based instructional strategies and interventions for students.
    - **Really Great Reading Blast tools professional development:** This will be a 1 hour PD to train staff in how to plan for and implement the reading tools to support stronger phonological awareness, decoding, and multisyllabic skills. This is a need because we have learned that some students really need multimodal learning strategies. In the root cause analysis process, we determined that our curriculum lacks this opportunity past kindergarten. The Really Great Reading tools provide aligned manipulatives that support multimodal learning for students.
    -
2. 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?
  - **Monthly Data meetings with root cause analysis process**
  - **Monthly Intervention Collaborations where staff collaborate to design intervention activities based on student need**
  - **Conscious Discipline book study and digital learning sessions to build a foundational understanding of what is happening in the brain when dysregulated behaviors take place and how to respond.**

### Systems of Support

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

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.
  - **During the comprehensive needs assessment process we identified:**
    - a lack of multimodal opportunities continuing after kindergarten for students within their foundational literacy skills
    - a lack of cohesive opportunity for students to explicitly learn and apply self regulation skills
    - a continued need for students to be familiar with how/when to advocate and utilize their specially design support written into their IEPs.
2. Consider the degree to which your school's system of support is grounded in meeting the cultural, 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.
  - **Strengths**
    - Students are advocating for breaks and communicating a desire to want to self regulate
    - Students who receive special education services have grown in their SEL skills as measured by DESSA
    - All staff have a common foundational knowledge of conscious Discipline and are ready to alignment work with common building agreements
  - **Improvement**
    - Knowledge of effective practices that shift from Balanced Literacy to Science of Reading Practices
    - Multimodal learning
    - Data informed practices that are missing within our curriculum
    - Common building practices and agreements with implementing SEL practices
3. How did your school identify these areas of strengths and improvement?
  - **As a staff we conducted the Comprehensive Needs Assessment utilizing our building data and group discussions**

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

4. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
  - **The interactions between our school and community system plays a crucial role in ensuring continuity of supports for our students. One clear example of this is our collaboration with families when a student is struggling in their self regulation skills. We strongly believe that working with families in using common language and supports plays a key role in their success. We meet with families early and align practices through a Teacher Toolbox or Intervention Team meeting where the family and the staff collaborate together for a seamless interaction between school and families. This enhances SEL and academic outcomes while reinforcing a supportive environment where students feel valued and encouraged to succeed.**
  
5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?
  - **As mentioned in question 2, an area of strength is a foundational knowledge of Conscious Discipline. Staff are ready for the next step of alignment work. In order to build further student ,family and community engagement, we will work with our foundational knowledge to align all of our SEL resources, materials, and explicit teaching. We will work on bringing in this understanding to the family meetings that we have, as mentioned in question 4. We ill also work on weekly communication about our student skills we are explicitly teaching.**

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## 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 guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2024–25. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and 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.

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 or historically unserved/underserved students have equitable 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?

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## 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).

**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.

### 5a.SY 2024–2025 SMARTIE Goal #1:

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### 5a.SY 2024–2025 SMARTIE Goal #1: ACADEMICS

By June 2025, **90%** of all students, including those that qualify for multilingual or special education services, will make the minimum targeted score (scale/raw) growth from fall 2024 to spring 2025 as shown in the table of assessments below.

Grade(s)	Subject	Assessment	Minimum Target Score Growth Fall to Spring
K	Math	Number Sequencing	5 pts
1	Math	Decomposing	4 pts
2-5	Math	aMath	5 pts
K	ELA	Letter Sounds	22 pts
K	ELA	Nonsense Word Fluency	10 pts*
1	ELA	Nonsense Word Fluency	10 pts
2-4	ELA	ORF	41 pts
2-4	ELA	ORF - Accuracy	0-83% accuracy-7pts 84-90% accuracy - 4 pts 90%+ accuracy - 0 pts (no regression)
5	ELA	aRead	7 pts

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

We will use the above data sub tests from DIBELS 8th and Fastbridge EarlyMath, aMath, and aRead, Fall to Spring Data for K-5

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Mid year we should see 50% of targeted fall to spring growth on each of the assessments in the target table.
Who will monitor the progress of this overarching goal? Building level CSIP team - created in fall 2024
When/how often will they monitor progress toward this overarching goal? Reflections after each benchmark period

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.

**\*Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>

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	<i>behavior change be measured?</i>	<i>progress be monitored or data reviewed?</i>		
1. <i>K-2 and 3-5 Shifting the Balance book study</i>	K-1: ELA Dibels nonsense word fluency and letter sounds read correctly skill areas  2-5 Reading Fluency accuracy  For students who qualify for LAP services: progress monitoring according to their data cycles.	Monthly conversations during building PLCs	Certs/Paras	<i>Shifting the Balance</i> book
2. Professional Development on using data to inform instruction through the 3 pillars of Universal Design for Learning	K-1: ELA Dibels nonsense word fluency and letter sounds read correctly skill areas  2-5 Reading Fluency accuracy  For students who qualify for LAP services:	Monthly 1 hour PD after school with district admin leading UDL conversations	Certs	ELA/Math Curriculum

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	progress monitoring according to their data cycles.			
3. SMALL group instruction	<p><b>ELA</b></p> <p>K-1: ELA Dibels nonsense word fluency and letter sounds read correctly skill areas</p> <p>2-5 Reading Fluency accuracy</p> <p><b>Math</b></p> <p>K: Number Sequence</p> <p>1st: Decomposing</p> <p>2nd-5th: aMath</p>	Everyday outside of core instruction time	Certs and Paras	Benchmark and classroom based data ELA/Math Curriculum

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4. 1 Hour PD on Really Great Reading Student Decoding and Syllabication Kits	<b>ELA</b> K-1: ELA Dibels nonsense word fluency and letter sounds read correctly skill areas 2-5 Reading Fluency accuracy	Once for PD- Implementation to happen during small group instruction	Certs and Paras	Really Great Reading materials

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

- OSSI Grant will pay for action 2- monthly PD for Data informed UDL training Intervention Collaboration for 8 X 1/month (Salaries/Benefits for 20 certs and 8 classified= \$10,592.00)
- OSSI grant will pay for action 4- 1 hour pd for classified and cert to be trained on the Really Great Reading Materials (Salaries/Benefits for 20 cert and 8 classified for 1 hour=\$1,324)

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5b. SY 2024–2025 SMARTIE Goal #2: BELONGING

○

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? Belonging survey  
 What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**? Students showing problem solving skills, stronger team meeting participation.

Who will monitor the progress of this overarching **goal**? Building level CSIP team - created in fall 2024

When/how often will they monitor progress toward this overarching **goal**? After each benchmark testing period

*Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.*

*\*Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)*

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<i>What evidence-based practice (intervention, activity, or strategy) will</i>	<i>What short-and long-term data will be collected to measure the</i>	<i>When will this evidence-based practice (intervention,</i>	<i>Who (what team or individual) will be responsible for</i>	<i>What resources will be used to implement this evidence-based practice</i>

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<p><i>you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>impact of implementing this <b>evidence-based practice (intervention, activity, or strategy)?</b></i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i><b>activity, or strategy</b> occur? What was/is the projected length of time?</i></p> <p><i><b>When or how often</b> (please be as specific as possible) <b>will progress be monitored or data reviewed?</b></i></p>	<p><i>implementing, measuring, and adjusting the <b>evidence-based practice (intervention, activity, or strategy)?</b></i></p> <p><i>Who else will be involved?</i></p>	<p><i><b>(intervention, activity, or strategy)</b> (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>1. Professional Development to align Conscious Discipline, PBIS, Second Step Curriculum, and Building expectation resources and practices related to positive behavior interventions and</p>	<p>Belonging data in the area of acceptance</p>	<p>Beginning of the year PD before school starts. Implementation of agreements and strategies developed will take place daily</p>	<p>Certs/Classified</p>	<p>PBIS Matrix School Expectations Common MTSS Tier 1 Behavior Agreements and practices with Conscious Discipline</p>

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social-emotional learning				
2. Culture of Belonging Leadership Team	Belonging Data and Empathy Interview follow up	This team will be 3 X per year and inform the building of suggested next steps	The team (Counselor, Cert, Para) will be responsible for analyzing the data and informing the rest of staff of best practice for next steps	Belonging Data

<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.</p>
<p>1. OSSI grant will pay action 1 : supplies to support cohesive SEL paractices. \$10,471</p>
<p>2. OSSSI grant will pay for the time outside of the school day for the team to meet. \$220.00</p>

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### Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
<b>Basic Education</b>	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Click or tap here to enter text.
<b>Title I, Part A</b>	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Provides students who are not reaching their fullest potential in the areas of Literacy and Math with intervention instruction from a certificated or support para in Literacy and Math so that there is a fair and equitable access opportunity for all students.
<b>School Improvement</b>	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	1 hour PD on Really Great Reading manipulative kits 1 hour PD monthly for data informed intervention through UDL process Really Great Reading Manipulative Kits SEL supplies Culture of belonging leadership collaboration time
<b>Title II, Part A</b>	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	NA
<b>Title III</b>	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement	NA

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Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	standards that other children are expected to meet.	
<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.	NA
<b>Learning Assistance Program (LAP)</b>	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	Provides students with intervention instruction from a certificated or support para
<b>Local Funds</b>	Local levy revenue may be combined in schoolwide programs.	NA
<b>Other Funding Sources, including School Improvement Grant Funding</b>	Click or tap here to enter text.	OSSI grant will pay: - Supplies to support cohesive SEL paractices. \$10,471 - Time outside of the school day for the team to meet. \$220.00 - Monthly PD for Data informed UDL training Intervention Collaboration for 8 X 1/month (Salaries/Benefits for 20 certs and 8 classified= \$10,592.00) - A 1 hour pd session for classified and cert to be trained on the Really Great Reading Materials (Salaries/Benefits for 20 cert and 8 classified for 1 hour=\$1,324)

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Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose

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