

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	OSPI State Report Card linked here
Building Name: Seaview Academy	<p>Does your school share a building with another school? Yes <input type="checkbox"/> 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: 5121	<p>Grade Span: K-12 School Type: A</p>
Principal: Mace Gratz	Building Enrollment: 191
School District: Port Angeles	F/R Percentage: 70.2%
Board Approval Date: **.	Special Education Percentage: 9.9%
Plan Date: Click or tap here to enter text.	English Learner Percentage: .0.5%
<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;">Tier 3 Plus</p>	

Section 2: School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)**

Mace Gratz, principal

Jason Gooding

Vicki Helwick.

Kaitlin Smithson

Cheryl Gerardi

Janice Rhyne

Section 3: Vision and Mission Statement

What makes Seaview different?

Seaview Academy is different from other online learning programs because no student is just a number. Each student's education is viewed holistically as Seaview Teachers connect and support the individual students through their educational journey. Many Washington State online schools are national companies affiliated with Washington State School Districts. Seaview Academy is a local community of teachers based out of Port Angeles, serving only Washington State students. Because of this, students do not get lost in the shuffle of nationwide online academies.

Advantages of Seaview Academy Online Courses

- Online students can be part-time or full-time
- Take both online and campus courses
- Allows a student to stay in school while employed
- Work at a student's own pace
- Provides credit recovery options
- Open to 5th year seniors
- Local community of teachers based out of Port Angeles

- AP Courses
- Available to Running Start Students
- Participate in school clubs, sports, after school activities, and dances
- Apply for scholarships through PASD
- FREE, no charge for materials, books

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)?
 - **All students rate is significantly lower than state average in ELA (34.4%), math (32.7%), and Science (29.1%)**
 - **Seaview has a low rate standardized test engagement.**
 - **Interesting to see math at higher rate for SWD than non-disabled peers**
2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?
 - **Interesting to see math at higher rate for SWD than non-disabled peers**
 - **Staff commitment to improving student performance**
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.
 - **As an online school, we face issues with motivation, engagement, and often mental health that are not always germane in brick-and-mortar programs.**

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.**

N/A

- 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.**

N/A

- 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?**

N/A

Educators

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)?

- Principal attended the district's week-long Summer Administrative Institute which focused on using PLCs, the new student growth goals, the new disciplinary system in our district, and planning for our SEL day (Habits of Mind and Core Adult SKills)
- Required SEL training for 24-25 emphasized Core Adult Skills and Habits of Mind for all teaching and support staff
- PLC training in use of data to provide tiered supports
- PBIS TFI support for October assessment

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?

- Principal attended the district's week-long Summer Administrative Institute which focused on using PLCs, the new student growth goals, the new disciplinary system in our district, and planning for our SEL day (Habits of Mind and Core Adult SKills)
- Required SEL training for 24-25 emphasized Core Adult Skills and Habits of Mind for all teaching and support staff
- PLC training in use of data to provide tiered supports
- PBIS TFI support for October assessment

3. 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?**

N/A

- b. **How will the professional development activities benefit the students receiving targeted assistance services?**

N/A

Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.
 - Funding for alternative students is not equitable at the state level
 - Our district works hard to ensure equity of budget and resources. We are a Stronger Connections district with a strong equity policy and component in our Strategic Plan.

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.
 - Our district has a strong partnership with the Lower Elwha Klallam Tribe.
 - Our district has a strong partnership with the Olympic Educational Service District 114 and inclusionary practices work
 - We are a Stronger Connections district with a strong equity policy and component in our Strategic Plan.
 - Our Strategic Plan gathered, analyzed, and built upon a strong community, family, student, and staff data collection.

3. How did your school identify these areas of strengths and improvement?
 - Our staff reviewed data and the information about Habits of Mind and Core Adult skills as part of our SIP development in April 2024.
 - Our staff reviewed district and building data as part of the August back-to-school professional learning. One afternoon was devoted to staff reviewing data and planning for 24-25.

4. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
 - Our district and building have strong community ties that enhance and expand our services for students. A good example is the partnership with the Clallam County Resilience Project, which provides mental health and wellness supports for students and staff.

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)?
 - Staff participation in data cycles and feedback loops to improve student learning
 - Growth in ELA and science can be leveraged with SEL to support math
 - Increased family engagement can build on student success in academics as well as our improving on-time graduation rate

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

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

- 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?**
N/A

- c. **How do you support transitions between grade spans?**
N/A

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

7. 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?**
N/A

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

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?

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.

5a.SY 2024–2025 SMARTIE Goal #1: Using data and collaborative thinking from staff, students, and families, Seaview Academy will increase current students on track to graduate from 44% to 64% and for current seniors from 59% to 69% by June 30, 2025.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? Student tracking in credits and graduation milestones. What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**? An increase of 10% of students on track to graduate.

Who will monitor the progress of this overarching **goal**? Principal, Dean, Counselor

When/how often will they monitor progress toward this overarching **goal**? Quarterly

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 behavior change be measured?</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 progress be monitored or data reviewed?</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>

Implement Core Adult Skills and Habits of Mind programming to all secondary students to improve success during school and in life after high school	Healthy Youth Survey EES Perceptual and needs surveys of students, staff, and families Graduation rates	By October 1, 2024 Quarterly Surveys and Analysis	Principal Counselor Certificated Team	Staff time Staff stipends CEE Survey Partnership ESD Support
Individual meetings in-person or online with students and families to identify barriers to school engagement from T2 perspective	Perceptual and needs surveys of students, staff, and families Graduation rates Quarterly Credit Tracking Monthly Grade Distribution Report	September 2024 through December 2024	Principal Counselor Family Navigator Certificated Team	Staff time Staff stipend Professional Development
Implement tutoring and support online and in-person in addition to increasing opportunities for in-person and online courses addressing specific academic needs for all students (i.e math, ELA, personal pathways, reading)	Monthly Progress Reports Quarterly Analysis Credit Tracking Grade distribution report	September 2024 through June 2025	Principal Certificated Team	Staff Time Staff Stipends Course supplies

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.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

5b. SY 2024–2025 SMARTIE Goal #2: Using data and collaborative thinking from staff, students, and families, Seaview Academy will increase student perception of stamina from 52% in 2023-24 to 72% by June 30th, 2025.

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?

Who will monitor the progress of this overarching goal?

When/how often will they monitor progress toward this overarching goal?

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 you implement to support</i>	<i>What short-and long-term data will be collected to measure the impact of implementing this evidence-</i>	<i>When will this evidence-based practice (intervention, activity, or strategy) occur? What</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-</i>	<i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development,</i>

<i>achieving this overarching improvement goal?</i> <i>What student groups will benefit and why?</i>	<i>based practice (intervention, activity, or strategy)?</i> <i>How will the impact on equitable learning or behavior change be measured?</i>	<i>was/is the projected length of time?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>based practice (intervention, activity, or strategy)?</i> <i>Who else will be involved?</i>	<i>extended time, curriculum, materials, etc.)?</i>
Implement Core Adult Skills and Habits of Mind for secondary students to improve success during school and in life after high school	Healthy Youth Survey EES Perceptual and needs surveys of students, staff, and families Graduation rates	September 2024 through June 2025	Principal Counselor Certificated Team	Staff time Staff stipends ESD Support Professional Development
Survey all students for perceptions and needs to improve MTSS.	Perceptual and needs surveys of students, staff, and families	Quarterly Surveys	Principal Counselor Family Navigator Certificated Team	Staff time Staff stipend CEE Survey Partnership ESD Support t
Collaborate with Seaview staff to implement and improve SEL and Academic supports through MTSS and PLC process.	Monthly Progress Reports Quarterly Analysis Credit Tracking Grade distribution report PLC Data Collection	September 2024 through June 2025	Principal Certificated Team	Staff Time Staff Stipends
Teacher professional learning on use of data	Monthly Progress Reports	September 2024 through June 2025	Principal	Staff Time

<p>to drive instruction, , shifting student mindsets, and PLC process in an alternative/online setting.</p>	<p>Quarterly Analysis Credit Tracking Grade distribution report PLC Data Collection</p>		<p>Certificated Team</p>	<p>Staff Travel for PD Conference and Professional Development Fees</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.

1. Click or tap here to enter text.
2. Click or tap here to enter text.

<p>5c. SY 2024–2025 SMARTIE Goal #3: : Using data and collaborative thinking from staff, students, and families, Seaview Academy will decrease the rate of student earning one or more unsatisfactory monthly progress reports from 30% (2023-24) to 10% by June, 2025.</p>
<p>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?</p>
<p>Who will monitor the progress of this overarching goal?</p>
<p>When/how often will they monitor progress toward this overarching goal?</p>

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: 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
<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 behavior change be measured?</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 progress be monitored or data reviewed?</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>
<p>Continue developing universal supports for math schoolwide K-12 and provide tutoring and support in-person and on-line, during and after regular school hours with para-educator support and additional certificated time.</p>	<p>Benchmark progress monitoring data EWS Data SBA scores Student need and perceptual surveys/focus groups. Staff need and perceptual surveys/focus groups.</p>	<p>September 2024 through June 2025</p>	<p>Principal Certificated Team</p>	<p>Staff Time Staff Stipends</p>
<p>Collaborate with Seaview staff to implement and improve SEL and Academic</p>	<p>Monthly Progress Reports Quarterly Analysis Credit Tracking</p>	<p>September 2024 through June 2025</p>	<p>Principal Certificated Team</p>	<p>Staff Time Staff Travel for PD</p>

supports through MTSS and PLC process.	Grade distribution report PLC Data Collection			Conference and Professional Development Fees
Teacher professional learning on use of data to drive instruction, , shifting student mindsets, and PLC process in an alternative/online setting.	Monthly Progress Reports Quarterly Analysis Credit Tracking Grade distribution report PLC Data Collection	September 2024 through June 2025	Principal Certificated Team	Staff Time Staff Travel for PD Conference and Professional Development Fees
Continue collaboration with Seaview staff, students and families to offer high interest courses to engage and connect students	Monthly Progress Reports Quarterly Analysis Credit Tracking Grade distribution report	September 2024 through June 2025	Principal Certificated Team	Staff Time Staff Stipends Course supplies

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.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

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
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Click or tap here to enter text.
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Click or tap here to enter text.
School Improvement	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.	Click or tap here to enter text.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> Click or tap here to enter text.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i> Click or tap here to enter text.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Click or tap here to enter text.
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i>

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
	have not yet met, or are at risk of not meeting, state/local graduation requirements	Click or tap here to enter text.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.