

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 CNA linked here* OSPI State Report Card for Lincoln linked here	
Building Name: Lincoln High School	Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	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.
School Code: 4003	Grade Span: 10-12 School Type: A
Principal: Mace Gratz	Building Enrollment: 79
School District: Port Angeles	F/R Percentage: 67.1%
Board Approval Date: **.	Special Education Percentage: 10.1%
Plan Date: **.	English Learner Percentage: 0.0%
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Tier 3 Plus (Low graduation)	



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

Please list by (Name, Title/Role)

Mace Gratz, principal

Jason Gooding

Angela Tamas

Cindy Rogers

Chris Edwards

Tyler Jones

Section 3: Vision and Mission Statement

Vision

Lincoln High School will be a holistic academic community where all students see their value, set high goals for themselves, and receive individualized support as they prepare for a fulfilled life after graduation.

Mission

To prepare students to become successful, knowledgeable, and inspired citizens through a personalized and relevant education.

Beliefs

Everyone should be treated with respect and dignity. Individual differences are recognized and celebrated. Learning should be fun and rewarding. All students should learn in a safe and nurturing environment where they can take academic risks. Every student should discover their personal strengths, reach high academic standards, and see themselves as future graduates. All students are able to develop a sense of self-accountability and stewardship for their surroundings. Students and staff successes should be celebrated by the community. Every individual in the Lincoln community has a positive role to play in creating a healthy collaborative and familial learning community.

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)?

- **Our student N is so small; we cannot use public-facing data in disaggregation.**
- **All students perform below state average in ELA (24%), math (19%).**
- **59.3% of 11th and 12th graders have NOT met the ELA SBA standard**
- **84.8% of 11th and 12th graders have NOT met the math SBA standard**
- **On time graduation rate is 55%, (11% below the federal threshold)**

2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?

- **Science performance is slightly above state average on the WCAS.**
- **Our trend data shows an increase in on time graduation rate over the last two years.**
- **WSIF shows low-income students are showing growth in ELA**
- **WSIF shows positive decile changes in each student cell except ALL students in ELA**

3. What are possible root causes your team has identified for areas of improvement? Consider areas of strength and what it will take to build strength in other areas.

Student mental health is one of the largest challenges we face. In our students, this looks like apathy, lack of motivation, and lack of habits needed to be successful in life after high school. In 24-25, we will build on the student success in ELA and science when we introduce Habits of Mind and developing executive function skills (Core Adult Skills) as universal supports for all Lincoln High school students.

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 and staffing is a consistent concern.
- 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

<https://docs.google.com/document/d/1bLk625w8yjTqfobnQRG6dFN42kKVWxJK/edit?usp=sharing&oid=100180097710785935368&rtpof=true&sd=true>
<https://docs.google.com/document/d/1bLk625w8yjTqfobnQRG6dFN42kKVWxJK/edit?usp=sharing&oid=100180097710785935368&rtpof=true&sd=true>

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, Lincoln will increase current students on track to graduate from 44% to 64% and for current seniors from 50% to 70% by June 30, 2025 this is a goal across all student sub-groups.

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

Who will monitor the progress of this overarching **goal**? Principal, Registrar, 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>

<p>Implement Core Adult Skills and Habits of Mind Plan needed to support skills success during school and in life after high school for all students.</p>	<p>Healthy Youth Survey EES Perceptual and needs surveys of students, staff, and families Graduation rates</p>	<p>By October 1, 2024 Quarterly Surveys and Analysis</p>	<p>Principal Counselor Certificated Team</p>	<p>Staff time Staff stipends CEE Survey Partnership ESD Support</p>
<p>Individual meetings with students and families to identify barriers to school engagement from T2 perspective.</p>	<p>Perceptual and needs surveys of students, staff, and families Graduation rates Quarterly Credit Tracking Monthly Grade Distribution Report</p>	<p>September 2024 through June 2025</p>	<p>Principal Counselor Family Navigator Certificated Team</p>	<p>Staff time Staff stipend Professional Development</p>
<p>Implement intervention time during school hours for academic support and 1-on-1 teacher monitoring of transition plans, academics, attendance, CTE and graduation pathways for all students.</p>	<p>Attendance Tracking SBA Results Graduation rates Quarterly Credit Tracking</p>	<p>September 2024 through June 2025 Quarterly Analysis of Student Progress</p>	<p>Principal Counselor Certificated Team</p>	<p>Staff time Staff stipend PD on Engagement</p>
<p>Continue building CTE and other high interest programming with families and students to support graduation</p>	<p>Perceptual and needs surveys of students, staff, and families Graduation rates</p>	<p>September 2024 through June 2025</p>	<p>Principal Counselor Certificated Team</p>	<p>Staff time Staff stipends CTE Advisory Committee Support Materials and Equipment for CTE and expanded course options</p>

outcomes for all students.				
Continue collaboration with staff to articulate essential standards and clearly communicate requirements for course completion and offer multiple avenues of academic support during and after school	Perceptual and needs surveys of students, staff, and families Graduation rates Quarterly Credit Tracking Monthly Grade Distribution Reports	September 2024 through June 2025	Principal Counselor	Staff time PLC Time Staff stipends Materials for academic support

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. \$25000 OSSI (Materials, Staff Salary & Stipends) \$3000 CTE, \$10,000 HP LAP

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, Lincoln will increase positive student perception on future orientation 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**? CEE survey data, Lincoln classroom perception survey data, student interviews. What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**? Growth in student perception in Future Orientation connect questions.

Who will monitor the progress of this overarching **goal**? Principal, Certificated Staff, and Counselor

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
<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>Administer Student Self-assessment on learner behaviors and incorporation of target strategies based on student needs.</p>	<p>Student need and perceptual data Family need and perceptual data Staff need and perceptual data</p>	<p>Quarterly</p>	<p>Principal Certificated Team</p>	<p>Staff Time ESD & OSPI Support</p>

<p>Continue building and refining a multi-tiered system of interventions and supports for SEL and Engagement including transition planning and programming and materials to increase student access to positive activities and core adult skills needed for career readiness.</p>	<p>Student need and perceptual data Family need and perceptual data Staff need and perceptual data</p>	<p>September 2024 through June 2025</p>	<p>Principal Counselor Certificated and Classified Team</p>	<p>Staff time List of community partners Materials for student activities District Navigator Support Behavioral Menu of Best Practice Professional Development</p>
<p>Implement intervention time during school hours for academic support and 1-on-1 teacher monitoring of academics, attendance, CTE and graduation pathways.</p>	<p>Perceptual and needs surveys of students, staff, and families Attendance</p>	<p>September 2024 through June 2025</p>	<p>Principal Counselor Certificate</p>	<p>Washington Association of Learning Alternatives Support</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. 6000 – OSSI (Professional Development, Staff Travel for PD, Materials) 5000-HP Lap
2. Click or tap here to enter text.

5c. SY 2024–2025 SMARTIE Goal #3: Using data and collaborative thinking from staff, students, and families, Lincoln will increase the rate of students meeting the attendance threshold of 90% from 6% to 50% 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? Attendance reports What does the school expect to see mid-year to know if they are on track to meet the overarching goal? A 30% increase in students missing no more than 2 school days per month.

Who will monitor the progress of this overarching goal? Principal/Registrar

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

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>Implement a system tracking milestones in student transition planning and communicating areas of concern and celebration including attendance, academic, and behaviors that impact career and post-secondary readiness for all students.</p>	<p>Daily attendance data Student need and perceptual data Family need and perceptual data Staff need and perceptual data</p>	<p>September 2024 through June 2025</p>	<p>Principal Certificated Team Registrar</p>	<p>Staff time List of community partners Materials for student activities Behavioral Menu of Best Practice</p>
<p>Create a multi-tiered system of interventions and supports for attendance, including programming and materials to increase student access to positive activities and core adult skills.</p>	<p>Daily attendance data Student need and perceptual data Family need and perceptual data Staff need and perceptual data</p>	<p>September 2024 through June 2025</p>	<p>Principal Certificated Team Registrar</p>	<p>Staff time List of community partners Materials for student activities District Navigator Support Behavioral Menu of Best Practice</p>
<p>Implement intervention time during school hours for academic support and 1-on-1 teacher monitoring of academics, attendance, CTE and graduation pathways.</p>	<p>Daily attendance data Student need and perceptual data Family need and perceptual data Staff need and perceptual data</p>	<p>September 2024 through June 2025</p>	<p>Principal Certificated and Classified Team</p>	<p>Staff time List of community partners Materials for student activities District Navigator Support Behavioral Menu of Best Practice</p>

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.	\$2500 – Family Engagement
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.	\$25,000 - Supplies and Materials for Grad Pathway, Student Engagement, MTSS supports. \$3000 - Training and PD on Effective Strategies, Student Engagement and MTSS supports, \$15000 – Certificated and Classified Salaries for additional time for student focus activities (tutoring, planning, and collaboration), additional certificated and classified release time, stipends for additional support staff. \$3000 – Travel for in-state PD. \$5000 – capital outlay for student management and safety/well-being
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.

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
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	<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> 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	HP Lap	10,000 Materials and Supplies for Graduate Pathway Programming, \$10,000 Classified and Certificated Salaries for Academic Supports and Mentorship programming.