

Consolidated School Improvement Plan

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement, and WAC 180-16-220. All schools in WA State are required to have a school improvement plan.

| Section 1: Building Data | |
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| 1a. Building: Wilson Middle School | 1g. Grade Span: 6-8 School Type: Middle School |
| 1b. Principal: Ernesto Araiza. | 1h. Building Enrollment: 886 |
| 1c. District: Yakima | 1i. F/R Percentage: 72.6% |
| 1d. Board Approval Date: 11-18-25. | 1j. Special Education Percentage: 13.3% |
| 1e. Plan Date: Click or tap here to enter text. | 1k. English Learner Percentage: 14% |
| 1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Foundational Supports | |

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



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| <p>Ernesto Araiza, Principal Amairani Arteaga, VP Thalia Garcia, VP</p> | <p>Dave Oldenkamp, IF Patricia Joyner, ELA; Matt Meyer, Science Rebekah Teusink, Math; Amy Thorpe, SPED; John Whitney, Social Studies</p> |
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Section 3: Vision and Mission Statement

Wilson Middle School Vision Statement:

All Wilson Middle School Students will have the skills, confidence and knowledge to achieve success.

Wilson Middle School Mission Statement:

We will all provide equitable and inclusive opportunities for achievement to all students by:

- A. Fostering high academic and behavioral expectations as well as empowering students to take ownership in their learning.
- B. Continuously improving instruction.
- C. Using multiple methods to assess and provide feedback of student achievement and provide timely interventions when needed
- D. Building partnerships with parents, guardians, and community members
- E. Utilizing strategies to build positive relationships and social emotional learning.

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

The purpose of this section is to provide the following optional questions to use as you complete your CNA to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g., Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

According to WSIF data this year Wilson students are performing above the ID threshold, therefore identified as a foundational support school. Our two lowest categories continue to be our ELL and SWD categories. Although above the ID threshold, we will continue to make these two categories a focus of concern and the goal to close the achievement gap.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

Wilson students are still struggling to close the achievement gap caused by the COVID-19 school closures. A great number of students are performing 2-3 grade levels below. Many of these students are also struggling with maintaining the academic stamina needed to perform at their highest level. Our team has identified a blended approach of academic and SEL interventions to help students gain skills and strategies in ELA and math when gaps are identified. We have hired an Academic Specialist and 1 Behavioral Specialists to help address these areas of concern.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population (Do not include identifiable information!).

- a. What strengths do they possess?

Students are eager to learn and come to school. They have a school assigned computer and know how to use programs and applications made available to them. Most students have the support of a parent at home that wants them to succeed. Typical student has a group of friends and is supported by an advisory teacher. Typical student likes to participate in a school sport.

- b. What challenges do they face?

Typical students may need some form of academic or SEL intervention during their week. They are struggling to recuperate the academic loss suffered from the COVID-19 school closure. Most students cannot stay after school because they have to ride a bus to school.

- c. What are some important relationships in their life?

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

- d. Friends, friends and more friends. Wilson students are assigned a teacher advisor who concentrates on developing strong relationships with students. Helps organize and check grades routinely. A school goal is to make sure all students feel they have an adult at school that cares for them and they can trust.

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.

Click or tap here to enter text.

- 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.

Click or tap here to enter text.

- 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?

Click or tap here to enter text.

Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

Our Vision is to prepare all students to be successful in their future endeavors. This means that sub categories of students identified as “at risk” by our achievement data become success targets for our school. Our goal to close the achievement gap for ELL and SWD students reflects our equity practices. Teachers are aware of struggling students in their classes, their reading levels, SEL needs and language and/or learning barriers. Teachers are participating in ELL and reading strategies for professional development. MTSS team progress monitors grades, RI scores, discipline, and content area formative assessment data during the year and helps make plans and resources for interventions where needed.

2. What professional learning and support have you identified that the school’s staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?

Our goal to close the achievement gap for ELL and SWD students reflects our equity practices. Teachers are aware of struggling students in their classes, their reading levels, SEL needs and language and/or learning barriers. Teachers are participating in ELL and reading strategies for professional development. MTSS team progress monitors grades, RI scores, discipline, and content area formative assessment data during the year and helps make plans and resources for interventions where needed.

Click or tap here to enter text.

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

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School wide Reading and Math plans have been developed to address the learning gaps in both ELA and math. Action steps have been identified by departments to address student needs in these areas. Progress monitoring will be addressed by the MTSS team and by the completion of a Reading and Math TFI twice a year. The reading and math plans focus on making content understandable where vocabulary may be an obstacle for students' understanding. Students engagement and self reflection strategies are other areas identified for improvement.

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

a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?

Click or tap here to enter text.

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

Click or tap here to enter text.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

We are dedicating additional funds to address the SEL needs of students. We are hiring an additional Behavioral Specialist to help our counseling team to provide tier II interventions to students most in need. In addition we have more and new members that will help improve our PBIS program and our character strong program provided daily during the advisory period.

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

Our B-SET team works closely to identify students in need of SEL interventions during the year.

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

Click or tap here to enter text.

4. What areas have you identified as areas of the strength, and where do you hope to strengthen and build further family and community engagement and partnership(s)?

Click or tap here to enter text.

5. 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?

Click or tap here to enter text.

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?

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

- 6. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 - Parent and Family Engagement**

- a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?**

Click or tap here to enter text.

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

Click or tap here to enter text.

Section 5: School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the tables below, identify your highest priority school improvement goals and activities for SY 2023–24 that are based off the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the [OSSI SY 2023–2024 School Improvement Plan Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 - Practices and Strategies.

* Please use the following guidance to support your reform goals and strategies: [Menus of Best Practices and Strategies in ELA, Mathematic, and Behavior](#).

Needs Assessment Summary

Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Click or tap here to enter text.

| 5a. SY 2023–2024 SMARTIE Goal #1: Because we understand students who consistently attend school achieve higher academic success, we will improve the regular attendance rate from 92% to 95% for all students during the 25-26 SY. | | | | |
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| What Strategic Plan Goal does this support? GOAL 2: All Students: Empowered, Connected, Supported, Resilient, Engaged | | | | |
| What Strategic Plan measure(s) will you use? 2.1 Increased percentage of students who feel safe, have a sense of belonging, and believe that their school is inclusive. | | | | |
| <i>Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.</i> | | | | |
| Activities | Measures | Timeframe | Lead | Resources |
| <i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i> | <i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i> | <i>What was / is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i> | <i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i> | <i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i> |
| 1) Develop and implement an attendance review process and team. 2) Identify new students falling into the “at risk” category for | August 2025 | <ul style="list-style-type: none"> ● Principal ● MS Attendance Specialist ● MTSS specialists | <ul style="list-style-type: none"> ● Time for team to meet ● Research best practices for attendance interventions ● Student survey to determine | Team will meet weekly and attendance reports will be kept updated. Attendance review process. |

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| reengagement process. Follow up with BECCA procedures in order to engage those not responding to these interventions. | | | reasons for absences | |
| 1) Work collaboratively with PBIS team to identify students at risk with 5 or more absences in the first month of school and provide MTSS support. | September 1-30 2025 Ongoing | PBIS team - Thalia Garcia/Jen Brownlow/Yvonne Robinson/Kristine Cline/Rachel Suhm TIER II students will receive intervention from our BSET team | Attendance reports. Time to meet weekly. Time for home visits or family meetings. Identify school-wide intervention to motivate students' attendance. Counselor interventions when necessary | The great majority of students will attend school 90% of the time by the end of September 2025. Students identified at risk will reduce their absence rates from 5+ to 2 or less absences after the first month consistently throughout the year. |
| Funding: List and describe funding amount(s) and source(s) associated with the activities described above. | | | | |
| 1. Click or tap here to enter text. | | | | |
| 2. Click or tap here to enter text. | | | | |

5b. SY 2025–2026 SMARTIE Goal #2:

Recognizing the ELL and SWD proficiency gap in ELA, Math and Science SBA scores, Wilson MS will work towards eliminating the opportunity gap for these subgroups by focusing on mastery of guaranteed standards. ELL/SWD students will show an increase in SBA scores greater than the “all” category in ELA, MATH and Science from 2021 through Fall of 2026. Progress towards this goal will be made by implementing GLAD strategies and PLC practices. Progress towards this goal will be measured by analyzing formative and summative assessments (IAB, Reading/Math Screeners, MAPs, STAR), and yearly SBA data.

What Strategic Plan Goal does this support? GOAL 3: Equitable Opportunity to Achieve Core Mastery & Critical Thinking

What Strategic Plan measure(s) will you use? 3.2 Increased percentage of students who demonstrate mastery of relevant skills in multiple ways.
3.3 Increase equity of access to and achievement in rigorous academic courses and programs for all student subgroups

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

| Activities | Measures | Timeframe | Lead | Resources |
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| <p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p> | <p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p> | <p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p> | <p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p> |
| <p>ELA: Teachers will identify the multilingual</p> | <p>IAB administered 3 times a year and the</p> | <p>Sept 2025- Fall 2028</p> | <p>Lead: ELA Dept. Head/ILT</p> | <p>Teachers will receive professional development</p> |

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| <p>learners in each of their classes.</p> <p>Teachers will know the current ELPA levels for each student. Teachers will use appropriate scaffolds and Language acquisition strategies to support student learning.</p> <p>Students identified by the universal screener will be placed in a reading intervention class.</p> <p>Teachers will use GLAD strategies to support language acquisition.</p> <p>Grade level PLTs will plan units of study using the Wilson unit planning guide.</p> <p>Teachers will review common assessment data to inform</p> | <p>Fastbridge universal reading screener.</p> | | <p>Support:</p> | <p>throughout the year on the use of GLAD strategies.</p> <p>Teachers will receive professional development on the PLC process including: unit planning, unpacking standards to create learning targets, creating proficiency scales, creating common formative assessments, analyzing CFA data, and planning for tier 1 & 2 intervention.</p> <p>Students with disabilities and students in reading intervention will use the Read180 curriculum.</p> |
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| <p>instruction and plan for targeted interventions.</p> | | | | |
| <p>Math Teachers will identify the multilingual learners in each of their classes.</p> <p>Students identified by the universal screener will be placed in a math intervention class.</p> <p>Teachers will use GLAD strategies to support language acquisition.</p> <p>Teachers will spend 10-15 per day on foundational fluency activities including: Reflex program, Number Talks, Math for Love, etc.</p> <p>Grade level PLTs will plan units of study</p> | <p>Progress will be measured using the fall, winter and spring Fastbridge universal screeners.</p> | <p>Sept 2025- Fall 2028</p> | <p>Math Dept. Head/ILT</p> | <p>Teachers will receive professional development throughout the year on the use of GLAD strategies.</p> <p>Teachers will receive professional development on the PLC process including: unit planning, unpacking standards to create learning targets, creating proficiency scales, creating common formative assessments, analyzing CFA data, and planning for tier 1 & 2 intervention.</p> <p>Teachers will have access to Reflex, a math fluency online program.</p> |

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| <p>using the Wilson unit planning guide.</p> <p>Teachers will review common assessment data to inform instruction and plan for targeted interventions.</p> | | | | |
| <p>Science</p> <p>Grade level PLTs will plan units of study using the Wilson unit planning guide.</p> <p>Teachers will review common assessment data to inform instruction and plan for targeted interventions.</p> <p>Teachers will use GLAD strategies to support language acquisition.</p> | <p>This progress will be assessed using teacher-generated formal and informal, grade-level assessments.</p> <p>Inquiry cycles will be conducted quarterly within grade levels and as a department to evaluate progress and develop actionable next steps to support ELL proficiency gains.</p> | <p>Sept 2025- Fall 2028</p> | <p>Science Dept. Head/ILT</p> | <p>Teachers will receive professional development throughout the year on the use of GLAD strategies.</p> <p>Teachers will receive professional development on the PLC process including: unit planning, unpacking standards to create learning targets, creating proficiency scales, creating common formative assessments, analyzing CFA data, and planning for tier 1 & 2 intervention.</p> |

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| <p>Social Studies</p> <p>Grade level PLTs will plan units of study using the Wilson unit planning guide.</p> <p>Teachers will review common assessment data to inform instruction and plan for targeted interventions.</p> | <p>Progress will be assessed using the Research and Inquiry IAB.</p> | <p>Sept 2025- Fall 2028</p> | <p>Social Studies Dept. Head/ILT</p> | <p>Teachers will receive professional development throughout the year on the use of GLAD strategies.</p> <p>Teachers will receive professional development on the PLC process including: unit planning, unpacking standards to create learning targets, creating proficiency scales, creating common formative assessments, analyzing CFA data, and planning for tier 1 & 2 intervention.</p> |
| <p>PE/Exploratory</p> <p>Grade level PLTs will plan units of study using the Wilson unit planning guide.</p> <p>Teachers will review common assessment data to inform</p> | <p>Progress will be measured by analyzing formative and summative assessment data.</p> | <p>Sept 2025- Fall 2028</p> | <p>PE/Ex Dept. Head/ILT</p> | <p>Teachers will receive professional development throughout the year on the use of GLAD strategies.</p> <p>Teachers will receive professional development on the</p> |

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| <p>instruction and plan for targeted interventions.</p> | | | | <p>PLC process including: unit planning, unpacking standards to create learning targets, creating proficiency scales, creating common formative assessments, analyzing CFA data, and planning for tier 1 & 2 intervention.</p> |
| <p>Students with Disabilities</p> <p>Grade level PLTs will plan units of study using the Wilson unit planning guide.</p> <p>Teachers will review common assessment data to inform instruction and plan for targeted interventions.</p> | | <p>Sept 2025- Fall 2028</p> | <p>SPED Dept. Head/ILT</p> | <p>Teachers will receive professional development throughout the year on the use of GLAD strategies.</p> <p>Teachers will receive professional development on the PLC process including: unit planning, unpacking standards to create learning targets, creating proficiency scales, creating common formative assessments, analyzing CFA data, and planning for intervention.</p> |

| | | | | Students with disabilities use the Read180 curriculum. |
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| Funding: List and describe funding amount(s) and source(s) associated with the activities described above. | | | | |
| 1. Click or tap here to enter text. | | | | |
| 2. Click or tap here to enter text. | | | | |
| 5c. SY 2025–2026 SMARTIE Goal #3: | | | | |
| Because we know students benefit from having positive relationships at school with adults and peers, all Wilson students will be scheduled into an advisory class where they will learn social-emotional, showing respect to others, anti-bullying strategies, and friendship building skills among others. An end-of-the-year student survey will reflect that most students developed a positive relationship with a staff member and peers at school and feel safe and valued. <small>Click or tap here to enter text.</small> | | | | |
| What Strategic Plan Goal does this support? GOAL 2: All Students: Empowered, Connected, Supported, Resilient, Engaged | | | | |
| What Strategic Plan measure(s) will you use? 2.1 Increased percentage of students who feel safe, have a sense of belonging and believe that their school is inclusive, and offers opportunities for student voice. | | | | |
| <i>Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.</i> | | | | |
| Activities | Measures | Timeframe | Lead | Resources |
| <i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i> | <i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i> | <i>What was / is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i> | <i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i> | <i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i> |

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| <p>1) Wilson MS will implement the Character Strong program and tailor lessons to address current student needs as identified by the CAVS, PBIS and student leadership committees.</p> | <p>Teacher reflections will indicate that most students have developed a positive relationship with an adult at school and feel safe and valued.</p> | <p>2025-2026 school year</p> | <p>CAVS/PBIS Committee and teachers.</p> | <p>All Wilson teachers will be taught how to access the grade level lessons. All teachers will teach the lessons and will reflect students' reflections while engaged in the lessons.</p> |
| <p>1) Wilson will conduct the Fastbridge and district survey to measure students' sense of belonging and feeling safe.</p> | <p>Data will show an increase in the percentage of students reflecting to have a strong relationship with an adult and feeling safe at school as compared to the previous year data.</p> | <p>Fall and Spring student fastbridge and district survey data will be analyzed by the PBIS and CAVS committees.</p> | <p>CAVS/PBIS/ILT team</p> | <p>Character strong lessons and student access to fastbridge data.</p> |
| <p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p> | | | | |
| <p>1. Click or tap here to enter text.</p> | | | | |
| <p>2. Click or tap here to enter text.</p> | | | | |

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

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

Follow this link to access the Title I, Part A chart of the federal, state and local funds:

https://documentcloud.adobe.com/gsuiteintegration/index.html?state=%7B%22ids%22%3A%5B%221AkfSFl766Nn4Vni4Kl4oINUWOJKOHSD_%22%5D%2C%22action%22%3A%22open%22%2C%22userId%22%3A%22101009012803081650607%22%2C%22resourceKeys%22%3A%7B%7D%7D

| 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. |
| 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. |

- o 2.3 Increased percentage of students engaged in their own academic progress, goal setting, and personal development plans.
- GOAL 3: Equitable Opportunity to Achieve Core Mastery & Critical Thinking
 - o 3.1 Increased student ability to use feedback, engage in self-assessment, and set goals related to their learning.
 - o 3.2 Increased percentage of students who demonstrate mastery of relevant skills in multiple ways.
 - o 3.3 Increase equity of access to and achievement in rigorous academic courses and programs for all student subgroups.
- GOAL 4: Bilingual, Biliterate by Graduation
 - o 4.1 Increased percentage of students achieving the Washington State Seal of Biliteracy or meeting/exceeding grade-level standards in two or more languages.
 - o 4.2 Increased percentage of students enrolled in a world language or two-way dual language program.
 - o 4.3 Increased percentage of students who model positive social skills and resilience for a culturally diverse community.
- GOAL 5: Persistence Through Graduation and Beyond
 - o 5.1 Increased percentage of students who demonstrate successful transitions from Pre-Kindergarten to Kindergarten, Kindergarten to Elementary, Elementary to Middle, Middle to High School, High School to College/Post-Secondary experiences.
 - o 5.2 Increased percentage of students passing classes in 6th–9th grades, resulting in an increased percentage of 10th grade students on track to graduate.
 - o 5.3 Increased percentage of seniors with a High School and Beyond Plan that includes one of these: an acceptance letter to college, the military, trade/technical training, industry certification/apprenticeship, or verifiable employment.