2025-26 Saint Helens Elementary School Improvement Plan

Vision and Mission Statement

Together we are ready to learn, ready to grow!

Vision: St. Helens provides a comprehensive learning environment that empowers our students to fulfill their personal academic, social, and developmental potential.

Mission: St. Helens **empowers**, **collaborates**, **respects**, and **connects** with every student, every moment, every day.

At St. Helens, we believe:

- All can learn.
- It is imperative that we meet the learning needs of all our students.
- There should be high expectations in an enriched learning environment.
- Learning is built on connecting and building positive and safe relationships.
- Our past does not determine our future.

School Performance Data - Math

Smarter Balanced Assessment (2023 & 2024 data pulled from WA State Report Card)

SH Met Smarter Balanced Mathematics						
Math	Foundational Level			Career/College Ready		
	2023	2024	2025	2023	2024	2025
Grade 3	51%	44%	44%	27.0%	16.0%	24.5%
Grade 4	65%	62%	48%	20.8%	32.5%	22.0%
Grade 5	47%	52%	51%	20.9%	18.8%	20.9%

- Foundational Level is a total of L2 (Nearly met grade level standards), L3 (met grade level standards), and L4 (exceeded grade level standards)
- Career/College Ready is a total of L3 and L4

iReady Assessment

Spring iReady Early On, Mid/Above Grade Level in Mathematics			
	2023	2024	2025
Kindergarten	41.5%	57.1%	41.5%
Grade 1	31.9%	56.3%	50.0%
Grade 2	21.4%	37.5%	37.2%
Grade 3	27.0%	24.5%	29.4%
Grade 4	43.8%	43.9%	29.8%
Grade 5	33.3%	25.5%	26.2%

2025-2026 SMARTIE Goal #1 (Academic Achievement Math):

By June 2026, St. Helens Elementary, in partnership with district and building leadership, will increase the percentage of students scoring a L3 or L4 by 10% as measured by SBAC math data.

Use the empty rows in the table below to detail high leverage evidence-based actions (activities, practices, or strategies) supporting your SMARTIE Goal #1. Each evidence-based action needs to support the larger SMARTIE Goal.

Beginning of Year:

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

At the mid-year, we would expect to see at least a 5% increase in students performing at or above grade level on the i-Ready diagnostic.

Action to support SMARTIE Goal.	**Implementation Measures**	**Data Measures**	**Lead and Timeframe**	**Resources**	**Progress Check on Actions**
Describe three actions that will address your SMARTIE goal?	*What instructional practices will change as a result of this action? How will you measure the effectiveness of this action?*	*What data will be collected to measure the impact of implementing this action?*	*Who will be responsible for implementing, measuring, and adjusting the implementation of this action and how often will progress be measured?*	*What resources will be needed for implementation of this action?*	*What progress is the evidenced-based action having on student performance?*
Improved Tier I instruction with learning targets and success criteria based on learning standards, in increased usage of academic vocabulary, and increased student engagement.	Learning targets and success criteria based on the learning standards will be visible and referenced in instruction. Academic vocabulary will be used in instruction and noted in classroom walkthroughs and observations. Student talk will be observed in classroom walkthroughs and observations.	i-Ready Standards Mastery and/or Comprehension Checks Walkthrough and observation data	Stephanie Teel, Chris Toms, PLC Leads	i-Ready Math Progression Maps District PLC Hub Educational Excellence	By January, observation data will show an increase in standards-based learning targets and success criteria being intentionally used by the teachers. Data will also show an increase in student talk with the addition of academic vocabulary.
Increased teacher clarity in core instruction PLC	PLC notes and completed data analysis protocol	i-Ready curriculum based formative assessments and FIABs in grades 3-5	Stephanie Teel, Chris Toms, PLC Leads	Principal guidance and modeling of data analysis protocol in PLCs	By January, teachers should have used that data analysis

planning and data analysis protocol.	Grade level and classroom data analysis in PLCs	with data analysis protocol i-Ready comprehension checks and/or standards mastery		District PLC Hub Educational Excellence	protocol at least once with data from FIAB, i-Ready comprehension checks and/or standards mastery
Staff will engage in professional development to increase the implementation of engagement strategies	Student engagement will be observed in classroom walkthroughs and observations. Teacher planning of high leverage strategies will be observed in PLCs and documented in PLC notes.	Walkthrough and observation data	Stephanie Teel, Chris Toms	Educational Excellence Progression Maps District PLC Hub	By January, teachers should be observed implementing at least one high leverage engagement strategy within their instruction.

Mid-Year Review

1. Which evidence-based actions identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.
   Click or tap here to enter text.

2. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?
   Click or tap here to enter text.

School Performance Data – English Language Arts (ELA)

Smarter Balanced Assessment (2023 & 2024 data pulled from WA State Report Card)

SH Met Smarter Balanced ELA						
ELA	Foundational Level			Career/College Ready		
	2023	2024	2025	2023	2024	2025
Grade 3	43%	34%	32%	24.3%	16.0%	6.1%
Grade 4	54%	49%	50%	25.0%	17.5%	24.0%
Grade 5	63%	63%	58%	34.9%	41.7%	23.3%

- Foundational Level is a total of L2 (Nearly met grade level standards), L3 (met grade level standards), and L4 (exceeded grade level standards)
- Career/College Ready is a total of L3 and L4

iReady Assessment

Spring iReady Early On, Mid/Above Grade Level in Reading			
	2023	2024	2025
Grade 2	34.1%	39.6%	47.7%
Grade 3	48.6%	46.9%	39.2%
Grade 4	29.2%	19.5%	33.3%
Grade 5	39.5%	19.6%	21.4%

Acadience Early Literacy Performance

Acadience Students Met Spring Benchmark			
St. Helens	**2023**	**2024**	**2025**
Kindergarten	48.2%	75.0%	68.6%
Grade 1	23.3%	39.0%	50.0%
Grade 2	51.2%	43.8%	57.6%

2025-2026 SMARTIE Goal #2 (Academic Achievement ELA):

By June 2026, St. Helens Elementary, in partnership with district and building leadership, will increase the percentage of students scoring a L3 or L4 as measured by SBAC ELA data. Cohorts will increase their percentages as follows:

- ★ Third Grade: 35%
- ★ Fourth Grade: 6.1% to 20%
- ★ Fifth Grade: 24% to 35%

Use the empty rows in the table below to detail high leverage evidence-based actions (activities, practices, or strategies) supporting your SMARTIE Goal #1. Each evidence-based action needs to support the larger SMARTIE Goal.

Beginning of Year:
What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

At the mid-year, we would expect to see at least a 5% increase in students performing at or above grade level on the i-Ready diagnostic.

Action to support SMARTIE Goal.	**Implementation Measures**	**Data Measures**	**Lead and Timeframe**	**Resources**	**Progress Check on Actions**
Describe three actions that will address your SMARTIE goal?	*What instructional practices will change as a result of this action? How will you measure the effectiveness of this action?*	*What data will be collected to measure the impact of implementing this action?*	*Who will be responsible for implementing, measuring, and adjusting the implementation of this action and how often will progress be measured?*	*What resources will be needed for implementation of this action?*	*What progress is the evidenced-based action having on student performance?*
Improved Tier I instruction with learning targets and success criteria based on learning standards,	Learning targets and success criteria based on the learning standards will be	i-Ready Standards Mastery and/or Comprehension Checks	Stephanie Teel, Laura Ruff, PLC Leads	i-Ready Reading Progression Maps District PLC Hub	By January, observation data will show an increase in

in increased usage of academic vocabulary, and increased student engagement.	visible and referenced in instruction. Academic vocabulary will be used in instruction and noted in classroom walkthroughs and observations. Student talk will be observed in classroom walkthroughs and observations.	Walkthrough and observation data		Educational Excellence	standards-based learning targets and success criteria being intentionally used by the teachers. Data will also show an increase in student talk with the addition of academic vocabulary.
Increased teacher clarity in core instruction PLC planning and data analysis protocol.	PLC notes and completed data analysis protocol Grade level and classroom data analysis in PLCs	i-Ready curriculum based formative assessments and FIABs in grades 3-5 with data analysis protocol i-Ready comprehension checks and/or standards mastery	Stephanie Teel, Laura Ruff, PLC Leads	Principal guidance and modeling of data analysis protocol in PLCs District PLC Hub Educational Excellence	By January, teachers should have used that data analysis protocol at least once with data from FIAB, i-Ready comprehension checks and/or standards mastery
Staff will engage in professional development to increase the implementation of engagement strategies	Student engagement will be observed in classroom walkthroughs and observations. Teacher planning of high leverage strategies will be observed in PLCs and documented in PLC notes.	Walkthrough and observation data	Stephanie Teel, Laura Ruff	Educational Excellence Progression Maps District PLC Hub	By January, teachers should be observed implementing at least one high leverage engagement strategy within their instruction.

Mid-Year Review

3. Which evidence-based actions identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.
   Click or tap here to enter text.

4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

Click or tap here to enter text.

School Performance Data - Climate & Culture

Attendance (2023 & 2024 data pulled from WA State Report Card)

Percent of Students With 90% or Better Attendance			
St. Helens	**2023**	**2024**	**2025**
Kindergarten	57.1%	67.2%	53.3%
Grade 1	70.6%	74.0%	66.1%
Grade 2	63.6%	83.3%	70.2%
Grade 3	82.9%	84.6%	72.2%
Grade 4	70.8%	80.5%	63.2%
Grade 5	66.7%	52.9%	67.3%

Climate & Culture Survey

SH Student Climate & Culture Survey Results			
	2023	**2024**	**2025**
Belonging	87.2%	84.2%	80.9%
Optimism	91.9%	89.8%	84.0%
Pride	89.2%	86.6%	81.0%
Purpose	85.5%	84.6%	78.5%
Resiliency	91.1%	89.4%	83.7%

SH Parent Climate & Culture Survey Results			
	2023	**2024**	**2025**
Belonging	97.3%	78.9%	94.7%
Optimism	98.2%	81.4%	97.1%
Pride	97.3%	79.2%	95.3%
Purpose	93.3%	73.3%	94.9%
Resiliency	97.5%	76.3%	93.5%

SH Staff Climate & Culture Survey Results			
	2023	**2024**	**2025**
Belonging	96.7%	92.1%	89.1%
Optimism	96.6%	94.4%	91.1%
Pride	96.7%	89.5%	87.9%
Purpose	93.8%	80.6%	82.9%
Resiliency	98.1%	93.3%	90.3%

2025-2026 SMARTIE Goal #3 (Climate & Culture):

By June 2026, St. Helens Elementary, in partnership with district and building leadership, will decrease student behavior incidents and suspensions among fourth grade students by 10% as measured by Supported School and Skyward data.

Use the empty rows in the table below to detail high leverage evidence-based actions (activities, practices, or strategies) supporting your SMARTIE Goal #1. Each evidence-based action needs to support the larger SMARTIE Goal.

Beginning of Year:

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

MTSS behavior data will be used to determine whether we are reaching this goal or not. By mid-year, we would expect to see a decrease of 5% in incidents of behavior and suspensions with our fourth grade students as compared to mid-year of 2024-2025..

Action to support SMARTIE Goal.	Implementation Measures	Data Measures	Lead and Timeframe	Resources	Progress Check on Actions
Describe three actions that will address your SMARTIE goal?	*What instructional practices will change as a result of this action?* *How will you measure the effectiveness of this action?*	*What data will be collected to measure the impact of implementing this action?*	*Who will be responsible for implementing, measuring, and adjusting the implementation of this action and how often will progress be measured?*	*What resources will be needed for implementation of this action?*	*What progress is the evidenced-based action having on student performance?*
Increase positive reinforcements from staff.	Increase teacher proximity to students while teaching. 5:1 positive to negative feedback with students.	Informal Walkthroughs Increase of Superstar Tickets being given to students	Stephanie Teel, Megan Shea Bates, Wendy Schiller	Maggie Schulze	By January, there will be enough of an increase in positive feedback as measured by the amount of positive tickets handed out to students.
Clearly defined roles and expectations for CD/PBIS team.	Roles and expectations for CD/PBIS team will be determined and recorded within monthly meeting notes. Team members will plan with student behavior data and recorded within monthly meeting notes.	Supported School Data CD/PBIS Team notes	Stephanie Teel, Megan Shea Bates, Wendy Schiller	SH Hub Supported School Maggie Schulze	By January, members of the CD/PBIS team will understand their role, work will be distributed, and discussion using student behavior data will be recorded in the monthly meeting notes.
Implementation of CICO for students needing additional support.	Students that need additional support will be identified. A CICO for each student will be identified.	Supported School Data CICO Data	Stephanie Teel, Megan Shea Bates, Wendy Schiller	Supported School Maggie Schulze	By january, there will be data showing how CICO is working for students needing additional support.

	Student behavior data during the CICO intervention will be recorded				

Mid-Year Review

1. Which evidence-based actions identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.
   Click or tap here to enter text.

2. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?
   Click or tap here to enter text.Click or tap here to enter text.

End of Year Reflection:

Has the school met this goal, based on end-of-year expectations as stated in the SIP?
2025–2026 End-of-Year Reflection Questions 1. How did at least one of the activities positively impact student outcomes in pursuit of its associated SMARTIE Goal? Click or tap here to enter text. 2. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment you made. Additionally, describe how these adjustments will influence the 2026-27 SIP goals or actions? Click or tap here to enter text. 3. How did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making? Click or tap here to enter text. 4. How will you utilize available and additional sources of data in this planning process? Click or tap here to enter text. 5. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026–27. Click or tap here to enter text.

Building Data:

Building Name: Saint Helens	**Does your school share a building with another school?** Yes ☐ No **X** **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: 2370	**Grade Span:** K-5 **School Type:** Elementary
Principal: Stephanie Teel	**Building Enrollment:** 307
School District: Longview School District	**F/R Percentage:** 83.7%
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** 22.8%
Plan Date: 2025-26	**English Learner Percentage:** 16.0%

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:
Choose an item.

School Leadership Team Members and Parent-Community Partners:

Stephanie Teel, Principal	Avery Kibota, Kindergarten Teacher
Laura Ruff, Literacy Coach	Wendi Reeves-Abdallah, 1st Gr. Teacher
Chris Toms, Math Coach	Melissa Martin, 2nd Gr. Teacher
Wendy Schiller, Behavior Coach	Kim Childers, 3rd Gr. Teacher
Laura Oroz o-Quintero, Family Liaison	Jamie Godwin 4th Gr. Teacher
Joel Thomas, School Counselor	Matt Avalon, 5th Gr. Teacher
	Marci Elefritz, Music Teacher

WSIF Cycle Identification and Report Card Data:

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	**2023 WSIF Cycle 3 Identification** Choose an item.	**2024 WSIF Annual Data**
WSIF Data Measures	**2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A)	**2024 WSIF Overall Framework Score**
Comprehensive (All Student Group)	**2.65**	**4.60**
Comprehensive Graduation Rate	**N/A**	**N/A**
By Student Group		
American Indian/Alaska Native	N/A	N/A
Asian	N/A	N/A
Black/African American	N/A	N/A
Hawaiian/Other Pacific Islander	N/A	N/A
Hispanic/Latino	1.95	5.48
Two or more races	N/A	N/A
White	3.25	5.00
English Learner	1.97	2.53
Low Income	2.30	3.98
Special Education	1.33	2.65

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

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 information. You can use the strategies identified in

1. 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.
    We utilize Acadience as a screener for our foundational reading skills K-3, as well as i-Ready as a diagnostic screener grades 1-5 for ELA and grades k-5 for math. Teacher recommendation is also a component of identification.
    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.
    Our reading coach prioritizes grades k-2 for small group interventions, both pull out and push in. Daily intervention period for math and ELA is also provided. Students are identified for intervention or extension using the measures above.
    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?
    Reading intervention groups are progress monitored every 4 - 6 weeks. Math intervention groups are monitored every 4 - 6 weeks. Students are exited based on i-Ready diagnostic or Fundations data criteria.

Educators

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 interventions for both teaching and learning?

- ★ Focus on Core instruction. St. Helen's Literacy and Math models to include high yield strategies learned through PD provided by Educational Excellence.
- ★ Maintain and refine current Comprehensive Assessment Systems administered with purpose and producing actionable data.
- ★ Daily ELA and Math Learning Targets implementation common to grade level and directly tied to common core standards. (Grades K-5)
- ★ Establish and implement PD and planning meetings with Educational Excellence. Focus on but not limited to developing and promoting a deeper understanding of high-yield instructional strategies,essential standards, and foster urgency and accountability among all teaching staff.
- ★ Establish and implement monthly planning meetings with St. Helen's MTSS team. Focus on implementing some of the PBIS practices and strategies worked on with Maggie Schulze

What professional learning supports have you already implemented that are proving to be powerful and effective? What are your metrics for identifying them as successful?
The PD provided through Educational Excellence has just started, but it is providing opportunities for rich conversations, teachers making changes within their classrooms (student work, learning targets, etc.) and asking for feedback.

1. 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 cultural, behavioral, social-emotional, and academic needs of students: Identify areas of strength for your school's system of support and how areas of need will be improved.
   - ★ Strengths: Caring staff, increased student voice, small social and learning intervention groups.
   - ★ Areas to be Strengthened: Developing and promoting a deeper understanding of high-yield instructional strategies and essential standards.

2. How did your school identify these areas of strength and improvement?
   - ★ Staff input and Educational Excellence Needs Assessment

3. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.
   - ★ We have many community agencies that have partnered with the school in order to help us meet the needs of students. Some of these partnerships are Rotary Club and local churches for the physical needs of students and families.

4. How has your school analyzed family engagement data (e.g., surveys, participation rates, feedback) alongside academic and non-academic indicators to better inform improvement strategies?
   - ★ We do a parent feedback survey each year to help us plan our family engagement events. We are just beginning to look at integrating our school data with the survey data to be more intentional with our engagement events.

5. What areas have you identified as areas of strength, and where do you hope to improve student, family and community engagement and partnership(s)
   - ★ We have a high turnout for parent-teacher conferences.
   - ★ We have most of our families connected to the school through Remind.
   - ★ We want to have more families attend our PTO meetings.
   - ★ We want to be able to have a better understanding of the cultures represented within our school.

1. 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 in WSIF identified student groups are receiving required services to ensure growth and proficiency?
   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 interests?
Click or tap here to enter text.

2. 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.

CNA DATA Summary

1. What top strengths have emerged from multiple data sources?
   - ★ Implementation and use of comprehension checks within i-Ready.
   - ★ Increased student voice.
   - ★ Focus on improving teacher clarity.
   - ★ Growth in achievement as measured by WSIF.
   - ★ Increased student locus through goal setting and tracking progress.
2. What top needs have emerged from multiple data sources?
   - ★ Focus on Core instruction. St. Helen's Literacy and Math models to include high yield strategies learned through PD provided by Educational Excellence.
   - ★ Maintain and refine current Comprehensive Assessment Systems administered with purpose and producing actionable data.
   - ★ Daily ELA and Math Learning Targets implementation common to grade level and directly tied to common core standards. (Grades K-5)
   - ★ Establish and implement PD and planning meetings with Educational Excellence. Focus on but not limited to developing and promoting a deeper understanding of high-yield instructional strategies,essential standards, and foster urgency and accountability among all teaching staff.
   - ★ Establish and implement monthly planning meetings with St. Helen's MTSS team. Focus on implementing some of the PBIS practices and strategies worked on with Maggie Schulze
3. What disproportionalities exist among student groups?
   - ★ There is a higher number of male students than female students that receive discipline.
4. What root causes has your team identified for disproportionalities among student groups?
   - ★ Is more attention given to the misbehavior of male students than female students?
5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?
   - ★ Equitable instructional practices
   - ★ Decrease staff turnover
   - ★ Reduce chronic absenteeism
6. How do identified needs impact each other?
   - ★ When there's less staff turnover, there's an increased knowledge, practice, and experience base for students.
   - ★ When there's an increased knowledge, practice, and experience base for students, there is an increase in equitable instructional practices.

- ★ When students are at school, there is more time to learn and take part in the learning.

7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?
   - ★ Short-term: Begin working on equitable instructional practices with teacher clarity.
   - ★ Short-term: Implement quick attendance incentives to encourage daily attendance.
   - ★ Long-term: Build teacher knowledge base in order to guarantee equitable instructional practices.
   - ★ Long-term: Decrease staff turnover.
   - ★ Long-term: Build library of attendance promotion strategies that are effective for our student population.
8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?
   - ★ Increase student daily attendance.
   - ★ Increased student growth and achievement due to equitable instructional practices.
9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?
   - ★ Not at this time.

Resource Inequities (Component #1 - Needs Assessment Summary):

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the **Examining Resource Inequities Tool**. Summarize what resource inequities were identified and which will be addressed in the school improvement plan.
Click or tap here to enter text.

CNA Priorities (Component #1 - Needs Assessment Summary):

Describe the top 3 priorities for school improvement identified through the Comprehensive Needs Assessment.
Priority #1: Increased academic achievement in math. **Priority #2:** Increased academic achievement in ELA. **Priority #3:** Decrease in discipline data for incoming fourth grade students, specifically the male students.

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 1003 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. $10,000 (Title I): Contract with Educational Excellence
2. $8,455 (LAP HP): Subs for Data Meetings and PD
3. $5,000 (LAP HP): Contract with Educational Excellence
4. $9,200 (LAP HP): i-Ready Reading
5. $1,000 (LAP HP): Supported School

Funding (Component #3 - Consolidated Funds Matrix SY 2025-26):

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.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* Ongoing PLC facilitator support, math studios, grade level data dives
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* Contract with Educational Excellence
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (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 opportunity gaps, specifically those driving identification.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* Contract with Educational Excellence
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* 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.	*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*

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
		expected to meet. Covers the cost of ESL coursework and GLAD professional development. 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.	*Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.* 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 have not yet met, or are at risk of not meeting, state/local graduation requirements	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of the intervention curriculum for K–6 students.* Contract with Educational Excellence i-Ready Reading Subs for Data Meetings and PD with Educational Excellence Supported School Subscription
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.