



2025-26 Robert Gray Elementary School Improvement Plan



Vision and Mission Statement

Together we are ready to learn, ready to grow!

At Robert Gray EVERY student will learn and thrive in an environment of high expectations, supported by positive relationships with staff and peers.

The Mission of Robert Gray Elementary is to move each learner forward in our school community that respects, nurtures and values the whole child.

School Performance Data - Math

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

RG Met Smarter Balanced Mathematics						
Math	Foundational Level			Career/College Ready		
	2023	2024	2025	2023	2024	2025
Grade 3	69%	84%	83%	50.0%	63.8%	67.6%
Grade 4	62%	73%	75%	31.9%	36.7%	47.1%
Grade 5	53%	44%	63%	26.8%	23.1%	27.5%

- 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	70.2%	77.6%	64.2%
Grade 1	59.3%	48.4%	65.0%
Grade 2	39.1%	48.5%	47.9%
Grade 3	54.3%	61.9%	66.7%
Grade 4	37.0%	44.9%	44.9%
Grade 5	41.7%	44.4%	40.8%

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

Students scoring "Career/College Ready" at Robert Gray Elementary will increase from 67% in Spring 2025 to 75% in Spring 2026 in 3rd Grade; From 47% to 55% in 4th Grade; and from 27% to 45% as measured by SBA end of year results.

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?

PLC teams will be using curriculum based formative assessments, and FIABs in grades 3-5 to plan for instruction and measure student growth toward benchmark. Progress will be measured by iReady math winter diagnostic. For the 24-25 school year, proficiency grew from 14% to 54% from Fall to Spring. For the 25-26 school year, Fall proficiency was 17%. The mid-year goal is that 45% of students will be early on grade level by January 2026.

Action to support SMARTIE Goal.	Implementation Measures	Data Measures	Lead and Timeframe	Resources	Progress Check on Actions
<i>Describe three actions that will address your SMARTIE goal?</i>	<i>What instructional practices will change as a result of this action? How will you measure the effectiveness of this action?</i>	<i>What data will be collected to measure the impact of implementing this action?</i>	<i>Who will be responsible for implementing, measuring, and adjusting the implementation of this action and how often will progress be measured?</i>	<i>What resources will be needed for implementation of this action?</i>	<i>What progress is the evidenced-based action having on student performance?</i>
Teacher release time for planning and data analysis specific to math instructional practices.	Consistent implementation of Counting Collections in grades K2 Increased teacher clarity as a result of studio sessions with PLC & math coach	-Students will set goals and monitor their progress -Walkthrough data collection;	Math Coach - Studio scheduling 2x annually for 2-5 and once this year for K/1.	Math Coach Contract with Ed Ex Math Materials/manipulatives PLC Hub Notes	
<i>Grade level and classroom data analysis in PLCs</i>	-PLC notes -Completed assessment analysis protocols	iReady and curriculum based formative assessments and FIABs in grades 3-5	-PLC notes weekly -FIAB with analysis protocol per assessment calendar	Principal guidance and modeling of data analysis protocol in PLCs	
Schoolwide focus on increasing meaningful student talk (discourse) and use of math vocabulary	Math lessons will provide structured student-to-student discourse opportunities	Observation; walkthrough data	Math coach; principal Growth in opportunities for students discourse based on walkthrough data	Professional development session(s) w/EdEx Math Studio sessions & follow up w/Instructional coach	

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)

RG Met Smarter Balanced ELA						
ELA	Foundational Level			Career/College Ready		
	2023	2024	2025	2023	2024	2025
Grade 3	70%	76%	78%	45.7%	47.8%	67.6%
Grade 4	51%	64%	53%	34.7%	39.2%	38.2%
Grade 5	63%	59%	73%	31.4%	28.2%	50.0%

- 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	51.6%	56.9%	63.4%
Grade 3	66.7%	74.2%	74.0%
Grade 4	34.2%	42.9%	37.7%
Grade 5	30.6%	38.4%	40.3%

Acadience Early Literacy Performance

Acadience Students Met Spring Benchmark			
Robert Gray	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 of 2026, students scoring Career/College Ready at Robert Gray Elementary will increase by 15% compared to spring of 2025 as measured by SBA end of year results.

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?

PLC teams will be using curriculum based formative assessments, instructional grouping in response to common formative assessments, and standards-based writing exemplars in grades 3-5 to plan for instruction and measure student growth toward benchmark. Progress will be measured by iReady ELA winter diagnostic. For the 24-25 school year, proficiency grew from 29% to 58%

from Fall to Spring. For the 25-26 school year, Fall proficiency was 30%. The mid-year goal is that 50% of students will be early on grade level by January 2026.

Action to support SMARTIE Goal.	Implementation Measures	Data Measures	Lead and Timeframe	Resources	Progress Check on Actions
<i>Describe three actions that will address your SMARTIE goal?</i>	<i>What instructional practices will change as a result of this action? How will you measure the effectiveness of this action?</i>	<i>What data will be collected to measure the impact of implementing this action?</i>	<i>Who will be responsible for implementing, measuring, and adjusting the implementation of this action and how often will progress be measured?</i>	<i>What resources will be needed for implementation of this action?</i>	<i>What progress is the evidenced-based action having on student performance?</i>
Improve Tier 1 instructional practices schoolwide via consultant work with EdEx.	-Use of Core instructional maps -Consultant work with Educational Excellence for Engagement strategies and teacher clarity.	-Walkthrough data collection -increase in student data as measured by curriculum based assessments and iReady Reduction of students needing Tier 2 & 3 intervention	Teachers & instructional coaches: implementation of curriculum maps Principal & EdEx Consultant:	Additional Intervention Paraeducators	
<i>Increase student writing across K-5</i>	Display of student writing in all grade levels across content areas Use of benchmark writing samples to determine grade level proficiency Improved student writing as a result of teacher clarity	Percentage of work (or assignment) completion	Teachers: Showcase student writing	Standards aligned exemplar writing samples at each grade level	
Targeted, Small group instruction for reading <u>and</u> math	Teachers will use formative classroom data to identify,	Progress monitoring; small group	Instructional coaches, PLCs;	Additional intervention paraeducators;	

	implement and inform small groups for additional learning opportunities	schedules/attendance data	Every 2 weeks (or 14 day cycle) based on formative assessment	intervention supplies and support materials	
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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			
Robert Gray	2023	2024	2025
Kindergarten	78.7%	85.5%	82.1%
Grade 1	81.5%	80.3%	77.6%
Grade 2	78.3%	88.6%	74.7%
Grade 3	87.2%	86.1%	76.6%
Grade 4	80.0%	90.1%	79.7%
Grade 5	80.3%	71.8%	78.8%

Climate & Culture Survey

RG Student Climate & Culture Survey Results			
	2023	2024	2025
Belonging	83.7%	74.3%	80.5%
Optimism	87.6%	79.1%	83.8%
Pride	82.5%	76.2%	81.7%
Purpose	81.4%	71.1%	77.6%
Resiliency	86.9%	80.1%	81.1%

RG Parent Climate & Culture Survey Results			
	2023	2024	2025
Belonging	93.0%	83.2%	91.4%
Optimism	92.7%	85.9%	91.6%
Pride	93.1%	80.3%	89.8%
Purpose	86.8%	73.5%	84.8%
Resiliency	90.6%	79.7%	87.3%

RG Staff Climate & Culture Survey Results			
	2023	2024	2025
Belonging	90.8%	93.6%	90.3%
Optimism	93.3%	92.5%	95.6%
Pride	92.0%	92.5%	91.5%
Purpose	85.5%	90.2%	85.1%
Resiliency	91.2%	90.9%	91.6%

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

By the end of 2024-25 school year, Sense of Belonging among students will increase from 80.5% to 90% as shown in Seeds of Hope Survey. Additionally, to support sense of safety, the number of Major Communication reports will decrease from 472 to 400 or lower by the end of the school year.					
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? To be on track for end of year; the number of major communication reports will be less than 225 at the end of first semester (end of Jan).					
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?	<i>What instructional practices will change as a result of this action? How will you measure the effectiveness of this action?</i>	<i>What data will be collected to measure the impact of implementing this action?</i>	<i>Who will be responsible for implementing, measuring, and adjusting the implementation of this action and how often will progress be measured?</i>	<i>What resources will be needed for implementation of this action?</i>	<i>What progress is the evidenced-based action having on student performance?</i>
Co-create and consistently implement school specific discipline flowchart (via Consultant work with Maggie Schultze)	- Use of calming corners within classrooms - Consistent use of discipline flowchart buildingwide	Annual Seeds of Hope survey data Walkthrough & observation data	School MTSS team and sub committees	Coaching sessions with Maggie & MTSS team	
Implement pacing agreement for SEL curriculum at each grade level.	Implementation of Second Step lesson plan as agreed by each PLC Lesson completion checks; SRSS data on internal/externalizing behaviors	Weekly SEL lessons Student completion of home-school connection challenge	Counselor, principal	Second Step lesson outlines, SEL Standards for alignment SRSS screening protocol & spreadsheet	
Align behavior support system across Tier 1 and Tier 2 supports for students (SpEd and Gen Ed); reducing the number of out of class breaks schoolwide	Students will utilize the same system school-wide; regardless of program setting for behavior support. Walkthrough data; behavior support staff reflection	Frequency data on number of visits and reason for LRC and SpEd Resource	Counselor, principal, SpEd Teachers, Behavior Coach	Materials for student breaks, check in system Paraeducator PD support	
<p>Mid-Year Review</p> <ol style="list-style-type: none"> 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. 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: Robert Gray	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: 3019	Grade Span: K-5 School Type: Elementary
Principal: Kristie Wall	Building Enrollment: 416
School District: Longview School District	F/R Percentage: 51.9%
Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 24.3%
Plan Date: 2025-26	English Learner Percentage: 1.9%

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:

Kristie Wall, Principal Jodi Wygant, Literacy Coach Lisa Reid, Hi-Cap Lead Jessica Person, Site Base Lead/SpEd Extensive Teacher Wendy Stewart, Behavior Support Paraeducator April Caron-Smith, SpEd Resource Teacher	Arika Byman, Math Coach Lindsey Sargent, Behavior Coach Kim Halleck, Counselor Kelsey Aubrey, PLC Facilitator Katie Newbury, SpEd Paraeducator
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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 Cycle 3 Identification Thresholds: All Schools Threshold: 2.25 Title 1 Threshold: 1.90 ELP Threshold: 9.4 Graduation Rate: 66.7%
WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score	
Comprehensive (All Student Group)	5.25	3.40	
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	4.58	3.68
Two or more races	N/A	1.85
White	6.00	3.33
English Learner	N/A	N/A
Low Income	5.30	3.05
Special Education	2.63	2.03

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 utilizing both pull out small group and push in support models. The building schedule includes daily intervention periods for math and ELA. 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 on a 10-day cycle. Math intervention groups are monitored twice in each two week cycle. Students are exited based on growth toward strategy/skill mastery.

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?

Targeted professional development in partnership with Educational Excellence and through consultant work with Maggie Schultze.

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?

Weekly PLC practices, including data cycles, assessment analysis protocols, and analysis of rigor aligned with standards.

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 supports and how areas of need will be improved.
Use of schoolwide PBIS practices and consistent Tier 1 supports for students academically and behaviorally are strong at Robert Gray through our Learning Refocus Center. The consistent use of strategies *within* the classroom for supporting students social-emotional well being; increasing "in class" reset and earned breaks through our consultant work with Maggie Schultze.
2. How did your school identify these areas of strength and improvement?
Data is gathered from number of visits to our Learning & Refocus Center (LRC) as well as major/minor communication forms and discipline data, including analysis of any disproportionality.
3. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.
Robert Gray has on-site counseling for students from 2 community agencies; providing confidential space for practitioners and students to meet at the school during the student attendance day..
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?
Use of Seeds of Hope survey data provide input; as well as "view rates" on family newsletters I send out monthly via paid use of the Smore program.
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)
Family engagement is strong at Robert Gray. I would like to improve community engagement by exploring possible partnerships with additional outside agencies to support student well being; and recruit volunteers/peer mentors for student support with social emotional skills during less structured times such as lunch and recesses.

<p>1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions</p> <p>a. How does your targeted assistance program coordinate with core and additional programs in the school? Click or tap here to enter text.</p> <p>b. How have you aligned your targeted supports to ensure that all identified student groups are receiving required services to ensure growth and proficiency? Click or tap here to enter text.</p> <p>c. How do you support transitions between grade spans? Click or tap here to enter text.</p> <p>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.</p>	
<p>Resource Inequities (Component #1 - Needs Assessment Summary)</p> <p>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.</p>	
<p>2. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 - Parent and Family Engagement</p> <p>a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies? Click or tap here to enter text.</p> <p>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.</p>	
<p>Priority #1: Improve Math achievement</p> <p>Priority #2: Improve ELA achievement</p> <p>Priority #3: Reduce number of major behavior referrals</p> <p>CNA DATA Summary</p> <p>What top strengths have emerged from multiple data sources? 3rd grade has consistently high student achievement outcomes in both iReady and SBA.</p>	
<p>2. What top needs have emerged from multiple data sources? The need to strengthen instructional practices in both 4th and 5th grade in Math and ELA..</p>	
<p>3. What disproportionalities exist among student groups? Students with IEPs are more likely to receive discipline such as suspension; and make less growth than their peers.</p>	
<p>4. What root causes has your team identified for disproportionalities among student groups? Lack of adequate support for mental health and outside community resources for families in need of parenting support.</p>	
<p>5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes? Focus on systems approach to increase engagement and teacher clarity for learning focus at school.</p>	
<p>6. How do identified needs impact each other? When students are engaged and have a clear purpose for learning; they are more likely to feel a sense of belonging and learn the content being taught.</p>	
<p>Funding (Component #3 - Consolidated Funds Matrix SY 2025-26)</p> <p>Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?</p>	
<p>Program</p> <p>Basic Education</p>	<p>Intent and Purpose</p> <p>The high-leverage practices PD sessions are short term goals; and a consistent implementation of MTSS/Behavior system will take longer likely into the next school year.</p> <p>8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs? Increasing teacher standards, including differentiation and enrichment services as needed.</p> <p>9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation? Not at this time.</p>
	<p>Activities Implemented to Meet Intent and Purpose</p> <p>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension goals.</p> <p>PLC training and materials, reading and math intervention materials.</p>

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
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.	<i>Example: Extended learning time, small-group interventions, evidence-based literacy programs.</i> Small group intervention support for lagging skills in reading and math. Math and behavior coach support.
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.	<i>Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.</i> 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> Maggie Schultze consultant training for Tier 1 and 2 MTSS systems.
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.	<i>Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.</i> 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	<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> Literacy support coach; intervention supplies and materials for math, ELA and behavior/SEL; as well as additional paraprofessional support for providing small group intervention for students significantly below grade level.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.