



# 2025-26 Columbia Valley Gardens Elementary School Improvement Plan



## Vision and Mission Statement

### Safe, Respectful, Responsible

We believe CVG is an educational community to which all adults and students belong. As a community, we work to respect, accept and celebrate each others' differences. All community members work to interact positively with each other and each strives to do his or her personal best.

The mission of Columbia Valley Gardens Elementary is to ensure that every student learns the skills, attitudes, and knowledge to become a responsible citizen in a rapidly changing society.

## School Performance Data - Math

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

CVG Met Smarter Balanced Mathematics						
Math	Foundational Level			Career/College Ready		
	2023	2024	2025	2023	2024	2025
Grade 3	80%	79%	68%	60.0%	54.4%	57.9%
Grade 4	70%	84%	75%	36.8%	50.0%	44.6%
Grade 5	73%	78%	76%	45.3%	46.4%	57.3%

- 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 Mathematics			
	2023	2024	2025
Kindergarten	86.8%	83.6%	70.4%
Grade 1	54.9%	75.4%	58.9%
Grade 2	50.8%	58.8%	63.8%
Grade 3	64.9%	59.6%	57.9%
Grade 4	44.7%	69.4%	54.7%
Grade 5	51.6%	50.7%	76.7%

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

By June 2026, the percentage of CVG Elementary students performing at Level 3 (Proficient) or higher in mathematics will increase from 58% at 3rd and 5th grades to 68% and 45% to 55% at 4th grade, as measured by the Smarter Balanced Assessment (SBA).

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 regularly utilize Personalized Instruction, Common Formative Assessments (CFAs), Comprehension Checks, Standards Mastery assessments, FIABs, and IABs to inform instruction, monitor learning, and measure student progress toward grade-level benchmarks. Ongoing analysis of these assessments will guide instructional adjustments, intervention, and enrichment. For the 24-25 school year, grade level proficiency grew from 18% to 42% from Fall to Spring. For the 25-26 school year, Fall grade level proficiency is once again at 18%. Winter goal will be 52%.

Progress toward the schoolwide math goal will be monitored using the i-Ready Winter Diagnostic.

<b>Action to support SMARTIE Goal.</b>	<b>Implementation Measures</b>	<b>Data Measures</b>	<b>Lead and Timeframe</b>	<b>Resources</b>	<b>Progress Check on Actions</b>
<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>
<p><i>Action 1</i>  <i>Analyze 2025 Spring SBAC data alongside prerequisite measures, including the 2024 Fall i-Ready Diagnostic. Utilize Data Dive Release Days for the principal, instructional coaches, and teachers to collaboratively align instruction with grade-level expectations, and plan and implement targeted intervention and enrichment.</i></p>	<p><i>Instructional Practices That Will Change</i></p> <p><i>Instruction will be more tightly aligned to identified priority standards and gaps revealed during Data Dives.</i></p> <p><i>Teachers will implement more targeted intervention and enrichment plans based on shared analysis.</i></p> <p><i>PLCs will shift toward consistent, buildingwide data protocols for instructional decision-making.</i></p> <p><i>How Effectiveness Will Be Measured</i></p>	<p><i>Data That Will Be Collected</i></p> <p><i>i-Ready Diagnostic results (Fall/Winter/Spring) and lesson plan usage data.</i></p> <p><i>Formative assessments: CFAs, Standards Mastery, Comprehension Checks, FIABs/IABs.</i></p> <p><i>PLC action plans, intervention/enrichment plans, and walkthrough feedback.</i></p>	<p><i>Responsibility and Progress Monitoring</i></p> <p><i>Principal facilitates Data Dive structures, monitors implementation, and provides feedback.</i></p> <p><i>Instructional coaches guide data analysis and support classroom follow-through.</i></p> <p><i>Teachers/PLCs implement action steps and monitor student progress weekly or biweekly.</i></p>	<p><i>Resources Needed</i></p> <p><i>Release time and substitute coverage for quarterly Data Dives; plan for Math Studios.</i></p> <p><i>Access to i-Ready, Counting Collections, Number Corner, SBAC, and Standards Mastery platforms and reports.</i></p> <p><i>PLC data protocols, pacing guides, and intervention/enrichment resources.</i></p>	<p><i>Progress the Evidence-Based Action Is Having on Student Performance</i></p> <p><i>Students show improved mastery of priority standards identified through Data Dives.</i></p> <p><i>Increased student movement toward grade-level proficiency on i-Ready and formative assessments.</i></p> <p><i>More consistent instructional quality and alignment across classrooms, reflected in walkthroughs and PLC outcomes.</i></p>

	<p><i>Evidence of improved instructional alignment in walkthroughs and PLC artifacts.</i></p> <p><i>Progress on i-Ready Diagnostics and formative assessments following Data Dive adjustments.</i></p> <p><i>Increased teacher collaboration and clarity reflected in PLC meeting notes and action steps.</i></p>				
<p><i>Action 2 Utilize i-Ready Personalized Instruction, Comprehension Checks, Standards Mastery, and Smarter Balanced (SBAC) Interim assessments to measure growth, proficiency, and steps for intervention or enrichment.</i></p>	<p><i>Instructional Practices That Will Change</i></p> <p><i>Instruction will be more responsive and adaptive, using ongoing data from Personalized Instruction and interim assessments.</i></p> <p><i>Teachers will provide targeted small-group instruction based on real-time skill performance.</i></p> <p><i>PLCs will implement a more consistent assessment-to-action cycle, using common tools to guide next steps.</i></p> <p><i>How Effectiveness Will Be Measured</i></p>	<p><i>Data That Will Be Collected</i></p> <p><i>i-Ready Personalized Instruction data (minutes, pass rates, lesson pathways).</i></p> <p><i>Formative results: Comprehension Checks, Standards Mastery, and SBAC Interim Assessments.</i></p> <p><i>PLC intervention/enrichment plans and monitoring logs of student progress.</i></p>	<p><i>Responsibility and Progress Monitoring</i></p> <p><i>Teachers track student progress, adjust instruction, and document intervention/enrichment needs.</i></p> <p><i>Instructional coaches support analysis, provide modeling, and ensure alignment to standards.</i></p> <p><i>Principal and PLCs review data regularly, and monitor implementation.</i></p>	<p><i>Resources Needed</i></p> <p><i>Full access to i-Ready platforms, SBAC Interim Assessments, and Standards Mastery tools.</i></p> <p><i>Time for PLC teams to analyze results and plan instructional responses.</i></p> <p><i>Coaching support, intervention materials, and technology devices.</i></p>	<p><i>Progress the Evidence-Based Action Is Having on Student Performance</i></p> <p><i>Increased student mastery of priority standards and grade-level skills identified through interim tools.</i></p> <p><i>Higher rates of students meeting i-Ready growth and proficiency benchmarks.</i></p> <p><i>More effective and timely tiered supports resulting in improved performance on Diagnostics and SBAC-aligned assessments.</i></p>

	<p><i>Growth in students' i-Ready lesson pass rates, instructional minutes, and Diagnostic performance.</i></p> <p><i>Improved outcomes on Comprehension Checks, Standards Mastery, FIABs/IABs, and classroom-based CFAs.</i></p> <p><i>Evidence of timely intervention and enrichment decisions within PLC documentation and classroom observation data.</i></p>				
<p><i>Action 3</i> <i>Utilize the framework of The 5 Practices to enhance staff understanding of the Try-Discuss-Connect routine in order to strengthen Core Instruction, increase student use of mathematical practices, and decrease the number of students requiring intervention.</i></p>	<p><i>Instructional Practices That Will Change</i></p> <p><i>Increased use of the Try-Discuss-Connect routine to promote deeper mathematical reasoning and discourse.</i></p> <p><i>Stronger alignment to the Mathematical Practices, including justification, explanation, and modeling during Core Instruction.</i></p> <p><i>More intentional use of procedural fluency strategies across grade levels, informed</i></p>	<p><i>Data That Will Be Collected</i></p> <p><i>i-Ready Diagnostic and Standards Mastery data, disaggregated by grade level and class.</i></p> <p><i>Classroom observation data focused on 5 Practices implementation and math discourse.</i></p> <p><i>Intervention entry/exit data to monitor shifts in the number of students requiring additional support.</i></p>	<p><i>Responsibility and Progress Monitoring</i></p> <p><i>Math coach lead coaching cycles and math studios. The principal will support PLC facilitation.</i></p> <p><i>Teachers and PLC teams implement Try-Discuss-Connect, analyze data, and adjust instruction weekly.</i></p> <p><i>Progress monitored each PLC cycle and during Data Dives.</i></p>	<p><i>Resources Needed</i></p> <p><i>Training and materials for implementing The 5 Practices and Try-Discuss-Connect.</i></p> <p><i>Time for math studios, coaching cycles, and PLC collaboration.</i></p> <p><i>Standards-aligned resources and tasks that promote reasoning, discourse, and fluency.</i></p>	<p><i>Progress the Evidence-Based Action Is Having on Student Performance</i></p> <p><i>Students demonstrate increased mathematical reasoning, communication, and problem-solving.</i></p> <p><i>i-Ready and classroom assessment data show improved core performance and fluency.</i></p> <p><i>Fewer students require intervention due to stronger, more</i></p>

	<p><i>by PLC data and math studio learning.</i></p> <p><i>How Effectiveness Will Be Measured</i></p> <p><i>Growth in student performance on i-Ready, Standards Mastery, and classroom-based assessments.</i></p> <p><i>Increased evidence of mathematical discourse and reasoning during walkthroughs and in student work samples.</i></p> <p><i>Reduction in the number of students needing Tier 2 and Tier 3 math intervention, indicating stronger Core Instruction.</i></p>				<p><i>consistent Tier 1/Core Instruction.</i></p>
--	---	--	--	--	---

**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)

CVG Met Smarter Balanced ELA						
ELA	Foundational Level			Career/College Ready		
	2023	2024	2025	2023	2024	2025

**iReady Assessment**

Spring iReady Early On, Mid/Above Grade Level in Reading			
	2023	2024	2025
Grade 2	55.9%	66.7%	72.5%

Grade 3	71%	75%	82%	42.7%	47.4%	61.4%
Grade 4	65%	75%	71%	40.8%	56.8%	41.5%
Grade 5	78%	83%	87%	62.5%	60.9%	69.3%

Grade 3	77.0%	66.7%	77.2%
Grade 4	57.9%	56.9%	43.8%
Grade 5	47.7%	62.3%	60.3%

- 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

### Acadience Early Literacy Performance

Acadience Students Met Spring Benchmark			
CVG	2023	2024	2025
Kindergarten	75.5%	58.9%	37.0%
Grade 1	18.2%	45.9%	45.5%
Grade 2	25.0%	42.0%	47.8%

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

By June 2026, the percentage of CVG Elementary students performing at Level 3 (Proficient) or higher in ELA will increase from 61% to 71% at 3rd grade, 42% to 52% at 4th grade, and 69% to 79% at 5th grade, as measured by the Smarter Balanced Assessment (SBA).					
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.					
<b>Beginning of Year:</b> What does the school expect to see at mid-year to know if they are on track to meet the overarching goal? Click or tap here to enter text.					
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>
Action 1	Instructional Practices That Will Change	Data That Will Be Collected	Responsibility and Progress Monitoring	Resources Needed	Progress the Evidence-Based

<p>Analyze 2025 Spring SBAC data alongside prerequisite measures, including the 2024 Fall i-Ready Diagnostic. Utilize Data Dive Release Days for the principal, instructional coaches, and teachers to collaboratively analyze data, align instruction with grade-level expectations, and plan and implement targeted intervention and enrichment.</p>	<p>Instruction will be more tightly aligned to identified priority standards and gaps revealed during Data Dives.</p> <p>Teachers will implement more targeted intervention and enrichment plans based on shared analysis.</p> <p>PLCs will shift toward consistent, buildingwide data protocols for instructional decision-making.</p> <p>How Effectiveness Will Be Measured</p> <p>Evidence of improved instructional alignment in walkthroughs and PLC artifacts.</p> <p>Progress on i-Ready Diagnostics and formative assessments following Data Dive adjustments.</p> <p>Increased teacher collaboration and clarity reflected in PLC meeting notes and action steps.</p>	<p>i-Ready Diagnostic results (Fall/Winter/Spring) and lesson plan usage data.</p> <p>Formative assessments: CFAs, Standards Mastery, Comprehension Checks, FIABs/IABs.</p> <p>PLC action plans, intervention/enrichment plans, and walkthrough feedback.</p>	<p>Principal facilitates Data Dive structures, monitors implementation, and provides feedback.</p> <p>Instructional coaches guide data analysis and support classroom follow-through.</p> <p>Teachers/PLCs implement action steps and monitor student progress weekly or biweekly.</p>	<p>Release time and substitute coverage for quarterly Data Dives.</p> <p>Access to Foundations, Wit and QWisdom, i-Ready, Teacher Toolbox, SBAC, and Standards Mastery platforms and reports.</p> <p>PLC data protocols, pacing guides, and intervention/enrichment resources.</p>	<p>Action Is Having on Student Performance</p> <p>Students show improved mastery of priority standards. For example, a 10–15% increase from Part A to Part B on Standards Mastery assessments after reteaching.</p> <p>An 8–12% reduction in the number of students scoring “Below Standard” on Standards Mastery assessments from Part A to Part B after reteaching.</p> <p>More consistent instructional quality and alignment across classrooms, reflected in walkthroughs and PLC outcomes.</p>
--	--	---	--	--	---

<p><i>Action 2 Utilize Teacher Toolbox, i-Ready Personalized Instruction, Comprehension Checks, Standards Mastery, and Smarter Balanced (SBAC) Interim assessments to measure growth, proficiency, and steps for intervention or enrichment.</i></p>	<p><i>Instructional Practices That Will Change</i></p> <p><i>Instruction will be more responsive and adaptive, using ongoing data from Personalized Instruction and interim assessments.</i></p> <p><i>Teachers will provide targeted small-group instruction based on real-time skill performance.</i></p> <p><i>PLCs will implement a more consistent assessment-to-action cycle, using common tools to guide next steps.</i></p> <p><i>How Effectiveness Will Be Measured</i></p> <p><i>Growth in students' i-Ready lesson pass rates, instructional minutes, and Diagnostic performance.</i></p> <p><i>Improved outcomes on Comprehension Checks, Standards Mastery, FIABs/IABs, and classroom-based CFAs.</i></p> <p><i>Evidence of timely intervention and enrichment decisions</i></p>	<p><i>Data That Will Be Collected</i></p> <p><i>i-Ready Personalized Instruction data (minutes, pass rates, lesson pathways).</i></p> <p><i>Formative results: Comprehension Checks, Standards Mastery, and SBAC Interim Assessments.</i></p> <p><i>PLC intervention/enrichme nt plans and monitoring logs of student progress.</i></p>	<p><i>Responsibility and Progress Monitoring</i></p> <p><i>Teachers track student progress, adjust instruction, and document intervention/enrichme nt needs.</i></p> <p><i>Instructional coaches support analysis, provide modeling, and ensure alignment to standards.</i></p> <p><i>Principal and PLCs review data regularly, and monitor implementation.</i></p>	<p><i>Resources Needed</i></p> <p><i>Full access to i-Ready platforms, SBAC Interim Assessments, and Standards Mastery tools.</i></p> <p><i>Time for PLC teams to analyze results and plan instructional responses.</i></p> <p><i>Coaching support, intervention materials, and technology devices.</i></p>	<p><i>Progress the Evidence-Based Action Is Having on Student Performance</i></p> <p><i>Increased student mastery of priority standards and grade-level skills identified through interim tools.</i></p> <p><i>Higher rates of students meeting i-Ready growth and proficiency benchmarks.</i></p> <p><i>More effective and timely tiered supports resulting in improved performance on Diagnostics and SBAC-aligned assessments.</i></p>
--	---	---	---	---	---

	<i>within PLC documentation and classroom observation data.</i>				
<p><i>Action 3 Determine Tier 1 and intervention needs using a flexible service-delivery model guided by data. When fewer than 80% of students meet benchmark on screening assessments, collaboratively problem-solve to identify the issue, analyze root causes, determine instructional actions, and monitor effectiveness. Prioritize student needs to drive scheduling decisions, using models such as Walk-to-Read and targeted intervention to accelerate progress.</i></p>	<p><i>Instructional Practices That Will Change</i></p> <p><i>Teachers will use screening and diagnostic data to adjust Tier 1 instruction, ensuring that whole-group content reflects identified strengths and gaps.</i></p> <p><i>Grade-level teams will implement flexible service delivery models (Walk-to-Read, targeted intervention groups, etc.) when fewer than 80% of students are at benchmark.</i></p> <p><i>Staff will engage in collaborative problem-solving cycles to identify the problem, determine why it's happening, select instructional responses, and monitor impact.</i></p> <p><i>How Effectiveness Will Be Measured</i></p> <p><i>Increased percentage of students meeting benchmark on</i></p>	<p><i>Data That Will Be Collected</i></p> <p><i>Benchmark and progress-monitoring data: Acadience, i-Ready ELA, Foundations unit checks, Standards Mastery.</i></p> <p><i>Walk-to-Read and intervention group rosters, lesson plans, and cycle outcomes.</i></p> <p><i>PLC notes documenting the four questions: What is the problem? Why is it happening? What should we do? Is it working?</i></p>	<p><i>Responsibility and Progress Monitoring</i></p> <p><i>Teachers and PLC teams analyze screening data, plan instruction, and monitor student progress every 4-6 weeks.</i></p> <p><i>Principal and instructional coaches support data analysis, model instructional strategies, and ensure effective Tier 1 and intervention implementation.</i></p> <p><i>Interventionists track growth of targeted students and adjust supports as needed during each cycle.</i></p>	<p><i>Resources Needed</i></p> <p><i>Time for PLC data meetings, progress monitoring cycles, and intervention planning.</i></p> <p><i>Access to screening tools, diagnostics, Foundations materials, decodables, and ELA intervention resources.</i></p> <p><i>Scheduling flexibility and staffing support to implement Walk-to-Read and targeted intervention groups.</i></p>	<p><i>Progress the Evidence-Based Action Is Having on Student Performance</i></p> <p><i>An increasing percentage of students reach benchmark throughout the year, indicating stronger Tier 1 instruction.</i></p> <p><i>Fewer students require intervention as foundational gaps close through Walk-to-Read, etc.</i></p> <p><i>Students demonstrate improved progress in decoding, fluency, comprehension, and vocabulary aligned to grade-level expectations.</i></p>

	<p><i>screening assessments (Acadience, i-Ready Reading).</i></p> <p><i>Growth in skill mastery on Comprehension Checks, Foundations assessments, Standards Mastery, and CFAs.</i></p> <p><i>Evidence of improved Tier 1 effectiveness shown through a more balanced MTSS triangle and reduced need for Tier 2/Tier 3 intervention.</i></p>				
<p><b>Mid-Year Review</b></p> <p>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.</p> <p>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.</p>					

## School Performance Data – Climate & Culture

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

Percent of Students With 90% or Better Attendance			
CVG	2023	2024	2025
Kindergarten	69.8%	84.2%	69.1%
Grade 1	71.9%	71.7%	82.8%
Grade 2	77.6%	80.8%	78.4%
Grade 3	89.6%	88.1%	85.0%
Grade 4	83.5%	90.8%	84.6%
Grade 5	80.6%	84.7%	84.6%

### Climate & Culture Survey

CVG Student Climate & Culture Survey Results			
	2023	2024	2025
Belonging	87.7%	84.9%	84.6%
Optimism	90.9%	88.4%	89.9%
Pride	88.0%	82.7%	84.4%
Purpose	83.9%	78.1%	79.0%
Resiliency	89.4%	84.6%	86.2%

CVG Parent Climate & Culture Survey Results			
	2023	2024	2025
Belonging	88.3%	87.7%	88.6%
Optimism	90.9%	90.2%	91.8%
Pride	89.6%	88.1%	89.7%
Purpose	85.7%	84.0%	84.5%
Resiliency	86.8%	82.6%	88.3%

CVG Staff Climate & Culture Survey Results			
	2023	2024	2025
Belonging	93.3%	93.2%	93.1%
Optimism	95.5%	96.6%	93.9%
Pride	91.1%	94.1%	89.3%
Purpose	86.8%	85.8%	83.6%
Resiliency	95.8%	93.2%	93.9%

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

By June 2026, increase each stakeholder group’s positive responses related to belonging, optimism, pride, purpose, and resiliency to a minimum of 90%. For Optimism under Parent Survey and Belonging, Optimism, and Resiliency under Staff Survey, increase responses to 95%.					
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.					
<b>Beginning of Year:</b> What does the school expect to see at mid-year to know if they are on track to meet the overarching goal? Click or tap here to enter text.					
Action to support SMARTIE Goal.	Implementation Measures	Data Measures	Lead and Timeframe	Resources	Progress Check on Actions

<p><b>Describe three actions that will address your SMARTIE goal?</b></p>	<p><i>What instructional practices will change as a result of this action? How will you measure the effectiveness of this action?</i></p>	<p><i>What data will be collected to measure the impact of implementing this action?</i></p>	<p><i>Who will be responsible for implementing, measuring, and adjusting the implementation of this action and how often will progress be measured?</i></p>	<p><i>What resources will be needed for implementation of this action?</i></p>	<p><i>What progress is the evidenced-based action having on student performance?</i></p>
<p><i>Action 1 The principal and MTSS Team will collaboratively analyze Culture of Hope Survey items to identify expectations for staff, students, and families, and develop actionable strategies, such as increasing student responsibility roles and enhancing belonging practices, to be implemented consistently across the building.</i></p>	<p><i>Instructional Practices That Will Change</i></p> <p><i>Classroom routines will incorporate intentional opportunities for student responsibility, voice, and leadership.</i></p> <p><i>Staff will use survey insights to strengthen relationships, belonging, and optimism through daily interactions.</i></p> <p><i>Teachers will integrate classroom-level systems (jobs, leadership roles, choice opportunities) aligned to survey expectations.</i></p> <p><i>How Effectiveness Will Be Measured</i></p> <p><i>Increased positive responses on the informal Culture of Hope Survey related to belonging, purpose, and responsibility.</i></p>	<p><i>Data That Will Be Collected</i></p> <p><i>Culture of Hope Survey results by stakeholder group (staff, students, parents).</i></p> <p><i>Behavior data trends: office referrals, classroom-managed incidents, positive recognitions.</i></p> <p><i>Observation and PLC notes documenting implementation of responsibility-focused practices.</i></p>	<p><i>Responsibility and Progress Monitoring</i></p> <p><i>Principal leads the survey analysis, facilitates discussion, and monitors implementation schoolwide.</i></p> <p><i>Teachers and behavior coach implement classroom and school actions and reflect on impact.</i></p> <p><i>Progress monitored quarterly through survey item reviews, walkthroughs, and PLC feedback.</i></p>	<p><i>Resources Needed</i></p> <p><i>Access to Culture of Hope Survey data and reporting tools.</i></p> <p><i>Time in PLCs or staff meetings for analysis and action planning.</i></p> <p><i>Materials/resources to support student roles (class jobs, leadership opportunities, schoolwide responsibilities).</i></p>	<p><i>Progress the Evidence-Based Action Is Having on Student Performance</i></p> <p><i>Students demonstrate stronger ownership, self-regulation, and leadership, reflected in daily routines.</i></p> <p><i>Improvements in the survey areas of belonging, purpose, optimism, pride, and resiliency.</i></p> <p><i>Increased student engagement, fewer behavior incidents, and stronger overall school climate.</i></p>

	<p><i>Evidence of enhanced classroom culture through walkthrough observations and teacher reflections.</i></p> <p><i>Improved student engagement indicators such as behavior data, attendance, and participation.</i></p>				
<p><i>Action 2</i> <i>Implement action steps.</i> <i>Teachers, the principal, and the behavior coach will establish schoolwide structures that build student capacity for personal responsibility by creating student leadership opportunities, providing staff with brief training on embedding responsibility routines into daily instruction, and implementing developmentally appropriate roles across TK–5 classrooms and common areas.</i></p>	<p><i>Instructional Practices That Will Change</i></p> <p><i>Teachers will consistently implement and model structured routines where students take on classroom responsibilities—such as managing jobs, leading parts of lessons or transitions, supporting peers, and contributing to classroom operations...resulting in students demonstrating increased ownership, independence, and leadership during daily instruction.</i></p> <p><i>Staff will create schoolwide opportunities for students to contribute (safety helpers, assembly roles, hallway greeters, campus cleanup).</i></p>	<p><i>Data That Will Be Collected</i></p> <p><i>Logs or records of student leadership/responsibility roles at classroom and school levels.</i></p> <p><i>Behavior, attendance, and participation data reflecting changes in engagement.</i></p>	<p><i>Responsibility and Progress Monitoring</i></p> <p><i>Principal oversees implementation, monitors alignment, and supports staff.</i></p> <p><i>Teachers implement classroom responsibilities and track student participation.</i></p> <p><i>Behavior coach supports design of schoolwide roles; progress monitored in PLCs or staff meetings.</i></p>	<p><i>Resources Needed</i></p> <p><i>Time for collaboration between principal, teachers, and behavior coach to identify roles and routines.</i></p> <p><i>Materials for jobs or leadership opportunities (badges, charts, supplies, signage).</i></p> <p><i>Structures or systems for tracking participation and celebrating student responsibility.</i></p>	<p><i>Progress the Evidence-Based Action Is Having on Student Performance</i></p> <p><i>Students demonstrate increased ownership, leadership, and positive behavior choices.</i></p> <p><i>Growth in Culture of Hope indicators related to belonging, pride, optimism, and purpose.</i></p> <p><i>Improved engagement and fewer discipline concerns as students feel more connected and responsible.</i></p>

	<p><i>Staff will utilize current curriculum and embed practices that promote student ownership within existing routines and instruction. In teacher practice, we expect to see intentional opportunities for students to take responsibility, such as leading classroom jobs, managing materials, supporting peers, and reflecting on their learning. Emphasis on ownership will be identified through observable behaviors: students independently carrying out assigned roles, contributing to classroom operations, initiating tasks without prompting, and demonstrating accountability during transitions and learning activities.</i></p> <p><i>How Effectiveness Will Be Measured</i></p> <p><i>Increases in positive responses on informal Culture of Hope Survey items tied to responsibility, belonging, and purpose.</i></p>				
--	---	--	--	--	--

	<p><i>Observable student participation in assigned or chosen responsibilities during walkthroughs.</i></p> <p><i>Improvements in climate indicators such as behavior data, engagement levels, and attendance stability.</i></p>				
<p><i>Action 3 Assemble an MTSS team with representation from all stakeholder groups and utilize the behavior consultant to create, streamline, and refine schoolwide systems.</i></p>	<p><i>Instructional Practices That Will Change</i></p> <p><i>Staff will implement consistent, schoolwide behavior expectations and intervention protocols developed by the MTSS team.</i></p> <p><i>Teachers will use aligned Tier 1, Tier 2, and Tier 3 supports, improving clarity and consistency across classrooms.</i></p> <p><i>Staff will apply data-informed problem-solving, using MTSS systems to guide behavior interventions and student support decisions.</i></p> <p><i>How Effectiveness Will Be Measured</i></p>	<p><i>Data That Will Be Collected</i></p> <p><i>Behavior data from the Supported Schools App: frequency, type, time, and location trends.</i></p> <p><i>MTSS team meeting notes and action plans documenting system changes and implementation steps.</i></p> <p><i>Perception data from staff, students, and families related to school climate and safety.</i></p>	<p><i>Responsibility and Progress Monitoring</i></p> <p><i>Principal facilitates MTSS team formation, sets direction, and monitors implementation across the building.</i></p> <p><i>Behavior consultant guides system development, ensures practices align with evidence-based frameworks, and supports staff training.</i></p> <p><i>MTSS team members (teachers, paras, specialists, classified staff) monitor progress monthly and adjust systems based on data.</i></p>	<p><i>Resources Needed</i></p> <p><i>Scheduled meeting time for MTSS team collaboration and problem-solving.</i></p> <p><i>Access to behavior data systems and reporting tools (e.g., Supported Schools/SWIS).</i></p> <p><i>Professional learning, consultation, and resources provided by the behavior consultant.</i></p>	<p><i>Progress the Evidence-Based Action Is Having on Student Performance</i></p> <p><i>Students demonstrate improved behavior, self-regulation, and engagement as systems become more consistent.</i></p> <p><i>Decreases in repeated or high-intensity incidents due to clearer intervention pathways.</i></p> <p><i>More predictable and supportive schoolwide environment, leading to stronger academic and social outcomes.</i></p>

	<p><i>Increased consistency in behavior expectations and responses, reflected in walkthroughs and staff feedback.</i></p> <p><i>Reduction in behavior incidents, especially repeated or escalated behaviors.</i></p> <p><i>Improved staff, student, and family perception data related to safety, support, and clarity of expectations.</i></p>				
--	---	--	--	--	--

**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:

<b>Building Name:</b> Columbia Valley Gardens	<b>Does your school share a building with another school?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> <b>If yes, which one(s)?</b> (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
<b>School Code:</b> 2369	<b>Grade Span:</b> K-5 <b>School Type:</b> Elementary
<b>Principal:</b> William Lee	<b>Building Enrollment:</b> 364
<b>School District:</b> Longview School District	<b>F/R Percentage:</b> 55.8%
<b>Board Approval Date:</b> Click or tap here to enter text.	<b>Special Education Percentage:</b> 20.1%
<b>Plan Date:</b> 2025-26	<b>English Learner Percentage:</b> 1.6%

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:

William Lee, Principal	Kristen Carson, Primary Teacher and Parent
Clara Prothero, Behavior Coach	Amy Kane, Intermediate Teacher and Parent
Shannon Mauck and Kami Hayes, Academic Coach	Linda Teitzel, Paraeducator

## WSIF Cycle Identification and Report Card Data:

Use the 2023 <a href="#">Washington School Improvement Report Card Data</a> to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Choose an item.	2024 WSIF Annual Data	<b>WSIF Cycle 3 Identification Thresholds:</b> All Schools Threshold: 2.25 Title 1 Threshold: 1.90 ELP Threshold: 9.4 Graduation Rate: 66.7%
<b>WSIF Data Measures</b>	<b>2023 WSIF Overall Framework Score</b> (indicate Not Applicable with N/A)	<b>2024 WSIF Overall Framework Score</b>	
Comprehensive (All Student Group)	<b>8.25</b>	<b>8.25</b>	
Comprehensive Graduation Rate	<b>N/A</b>	<b>N/A</b>	
<b>By Student Group</b>			
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	6.90	7.40
Two or more races	N/A	N/A
White	8.65	8.65
English Learner	N/A	N/A
Low Income	7.40	7.40
Special Education	6.13	6.33

### 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.
  - Students are selected for the program using multiple measures to ensure accurate identification of need. Acadience is used as the primary screener for foundational reading skills in Grades K–3, and i-Ready Diagnostic data is used as a screener in Grades 1–5 for ELA. Foundations assessment data in Grades K–3 provides additional insight into early literacy skill development. Teacher recommendation is also considered, incorporating classroom performance, observed needs, and professional judgment.
- 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.
  - A rank-order list is developed to determine which students will receive services based on highest level of need. Priority is given to students performing significantly below benchmark on Acadience, i-Ready Diagnostic results, and Foundations assessments. An equity lens is applied, ensuring consideration of students who may be historically underserved, including multilingual learners (ML), students receiving special education services, and students with chronic attendance challenges. Students are organized by grade level and level of risk.
- 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?
  - Student progress is monitored regularly to ensure instruction is targeted and responsive. Students are progress-monitored in 4–6 week cycles, using formative assessments aligned to the skills being taught. Data points include Foundations unit checks, Acadience progress monitoring, and teacher-collected evidence. Students may exit services once multiple data sources indicate they are performing at or above benchmark expectations and can maintain progress through Tier 1 instruction alone.

## 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?

- Aligning curriculum to standards to ensure instruction is focused, prioritized, and consistent across grade levels.
- Analyzing student data to determine next steps, including identifying skill gaps, planning targeted interventions, and monitoring progress.
- Using assessment as an instructional tool, enabling educators to leverage formative assessment practices to adjust teaching in real time and support student learning.
- Student Behavior support.

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?

- Data Dives have increased staff capacity to analyze student performance, identify trends, and adjust instruction; success is measured through stronger PLC action plans and improved diagnostic growth.
- Plain Talk, Anita Archer training, and WAETAG have strengthened evidence-based literacy and instructional practices; success is evident through walkthrough observations, improved fidelity to instructional routines, and teacher feedback.
- Consultation with Behavior Consultant Patti Hoeltz has supported trauma-informed practices.

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?

- Instructional coaches work closely with paraeducators, offering modeling, guided practice, and feedback to build instructional skill and consistency.
- Training focuses on evidence-based practices, intervention routines, and strategies aligned to the specific skill deficits of identified students.
- PD sessions ensure that both teachers and paraeducators share a common understanding of instructional expectations, intervention tools, and progress-monitoring practices.

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

- As educators refine their skills, students receive more precise, consistent, and effective interventions aligned to their learning needs.
- Improved staff expertise ensures interventions are delivered with fidelity, increasing the likelihood of accelerated growth.
- Ultimately, when educators know better, we do better, resulting in stronger outcomes, higher engagement, and improved progress toward grade-level expectations for targeted assistance students.

## 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.

- With the formation of key committees- Safety, Site-Based Leadership, and MTSS-our systems of support have become more coordinated, collaborative, and responsive to student needs. Many practices are on the cusp of full implementation, with several systems already in the refinement stage. Staff collaboration and shared ownership of student success have strengthened overall support for cultural, behavioral, social-emotional, and academic needs.
  - Systems continue to evolve, and some components require deeper consistency, broader staff participation, and increased clarity across grade levels. Strengthening Tier 1 core instruction, expanding Tier 2 supports, and improving communication loops remain priority focus areas. Continued refinement of MTSS practices will ensure equitable and comprehensive supports for all learners.
2. How did your school identify these areas of strength and improvement?
    - Through ongoing reflection, feedback, and analysis, the school recognized the need for broader staff input and representation, leading to redesigned committees and systems. Staff experiences, perception data, and discussions during PLCs and leadership meetings highlighted opportunities to elevate voice, expertise, and shared decision-making. Increased transparency and collaboration brought forward clearer insight into what was working well and where improvement was needed.
  3. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.
    - School and community systems collaborate effectively to support student needs. For example, a partner counseling agency provides on-site mental health services, ensuring continuity of social-emotional supports for students who may otherwise experience access barriers. This partnership strengthens consistency between school-based supports and services students receive outside of school.
  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?
    - The school analyzes Seeds of Hope Survey data, weekly family flyer engagement, and parent feedback to inform next steps in communication, climate, and support. Family participation trends in events, conferences, and surveys help identify areas where additional outreach or redesigned engagement opportunities are needed. Academic and non-academic indicators are examined alongside engagement data to ensure strategies are well-matched to family needs and perspectives.
  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)
    - Strengths: Parent-Teacher Conferences remain a strong area of engagement, with high turnout and positive family feedback. Families report feeling informed and supported through consistent communication and strong teacher outreach.
    - Areas for Improvement: The school aims to enhance family engagement events, making them more accessible, relevant, and welcoming to all families. Increasing ongoing two-way communication and offering more diverse opportunities for families to participate in school life remain priorities.

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?
  - 5th Grade ELA and Math show strong performance trends, indicating effective instruction, collaboration, and student engagement.
  - 3rd Grade ELA and Math also demonstrate consistent strength, suggesting solid foundational instruction and progress toward benchmarks.
2. What top needs have emerged from multiple data sources?
  - 4th Grade ELA and Math emerged as the most significant areas of need, with performance and growth indicators consistently below other grade levels. Data shows gaps in proficiency and learning progressions across both content areas. These needs point toward the importance of targeted instructional support, strengthened PLC cycles, and intervention alignment.
3. What disproportionalities exist among student groups?
  - Students with IEPs are more likely to receive discipline consequences, including suspension, compared to peers without IEPs. This disproportionality suggests gaps in access to supports, intervention consistency, and behavior response systems. The data highlights a need for deeper alignment between academic, behavioral, and social-emotional supports.
4. What root causes has your team identified for disproportionalities among student groups?
  - Insufficient access to school-based and community-based mental health supports contributes to escalated behaviors and unmet needs. Families in need of parenting support or external resources may face challenges in addressing behavioral or emotional concerns early. Inconsistent structures for addressing Tier 2 and Tier 3 needs further widen gaps in support.
5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

- The most significant theme emerging across data is the need for enhanced mental health supports for students and families. Strengthening behavioral, SEL, and mental health systems would positively influence engagement, belonging, and academic outcomes. Addressing mental health needs provides a foundation for improved behavior, stronger relationships, and increased learning success.
6. How do identified needs impact each other?
    - When students experience engagement, purpose, and belonging, their academic performance improves. Behavioral and mental health supports contribute directly to students' capacity to access grade-level content. Strengthening MTSS systems improves alignment between academic and SEL needs, reducing discipline disproportionalities.
  7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?
    - Short-Term (3-6 months): High-leverage instructional practices, teacher clarity, targeted PD sessions, and immediate engagement strategies.
    - Long-Term (1-2 years): Consistent and full implementation of the MTSS/Behavior system, stronger Tier 2/Tier 3 supports, and expanded mental health infrastructure.
  8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?
    - Strengthening teacher clarity (clear learning targets, success criteria, feedback) will yield immediate academic and behavioral gains. Increasing mental health supports, even in small incremental changes (check-ins, calming spaces, connections to resources), will positively impact engagement and regulation. Quick wins create buy-in and lay essential groundwork for tackling larger, systemic needs.
  9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?
    - Current data sources provide sufficient information to identify priorities and plan for implementation.

### 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:** Increase ELA proficiency

**Priority #2:** Increase Math proficiency

**Priority #3:** Decrease behavioral incidents.

**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. \$134,000 Title/LAP/HP
2. Click or tap here to enter text.

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
<b>Basic Education</b>	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> <ul style="list-style-type: none"> <li>● PLC collaboration and Math and Behavior Paraprofessional support.</li> </ul>
<b>Title I, Part A</b>	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> <ul style="list-style-type: none"> <li>● Math and Behavior coach support and Parent Engagement paraprofessional support.</li> </ul>
<b>School Improvement</b>	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.
<b>Title II, Part A</b>	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> <ul style="list-style-type: none"> <li>● Behavior Consultant Maggie Schulze learning partnership.</li> </ul>
<b>Title III</b>	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic	<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</i>

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	achievement standards that other children are expected to meet.	<i>expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i> Click or tap here to enter text.
<b>Title IV, Part A</b>	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.
<b>Learning Assistance Program (LAP)</b>	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> <ul style="list-style-type: none"> <li>● Literacy Coach/Interventionist support.</li> </ul>
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
<b>Other Funding Sources, including School Improvement Grant Funding</b>	Click or tap here to enter text.	Click or tap here to enter text.