

Consolidated School Improvement Plan

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

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

Section 1: Building Data	
1a. Building: Cape Horn-Skye Elementary	1g. Grade Span: Transition to Kindergarten through Fifth Grade School Type: Elementary
1b. Principal: Brooke Henley	1h. Building Enrollment: 282
1c. District: Washougal School District	1i. F/R Percentage: (2022-2023) 32.3%
1d. Board Approval Date:	1j. Special Education Percentage: (2022-2023) 17.5%
1e. Plan Date: November 13, 2023	1k. English Learner Percentage: (2022-2023) 2.4%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: University of Washington Center for Educational Leadership 5D+	

Section 2: School Leadership Team Members and Parent-Community Partners	
Please list by (Name, Title/Role)	
Lyndsey Morris, Teacher, Guiding Coalition	Erin Eaton, Teacher, Guiding Coalition
Ben Yung, Teacher, Guiding Coalition	Erin Smith, Teacher, Guiding Coalition
Erika Stauffer, Teacher, Guiding Coalition	Heather Kassel, Teacher, Guiding Coalition
Sativa Huddleston, Booster President	Amy Henke, Counselor



Section 3: Vision and Mission Statement

Cape Horn-Skye fosters strong relationships, personalized learning, and equitable opportunities to ensure learning without limits for all students.

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

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

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

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

Student Populations

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

Site-based screeners identify Math as an area of strength; ELA is an area for improvement.

Trends in the WSIF show that students with disabilities are consistently underperforming, especially in ELA.

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

District-wide PD has been focused on Math Essential Standard PLC work. This year we are including ELA in our PLCs..

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

A typical Cape Horn-Skye student has a supportive home life where there are two parents in the home, they participate in extracurricular sports and/or club such as Scouts or 4H. This student can read and has a fairly solid number sense but may struggle

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with fluency in reading and/or number sense. This child shows strong pride in school and community and can self-manage in the classroom and around the community.

b. **What challenges do they face?**

The challenge that this student may face is access to a college education due to increasing local financial struggles and a high rate of skills-based jobs in the rural community they live in.

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

They have dedicated teachers, caring and accepting classmates, siblings and extended family, educated and working parents.

4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students

a. **Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.**

We identify student need for behavioral and academic supports using Fastbridge academic and social/emotional assessment data, teacher referral, SWIS behavior data, and previous academic supports.

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.**

Rank order for students identified is based on multiple data points for local and state assessments.

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?**

d.

We progress monitor academics every 2 weeks and for behavior every 6 weeks.

Educators

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

2.

Teachers at Cape Horn-Skye are committed to knowing each child and ensuring they have what they need to thrive. The actual building culture is strong and representative of this. Teachers value students, know them by name and interest, and are invested in their success as evidence of participation in community and family activities and communication with families.

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

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School staff have identified continued support for school-wide behavioral interventions through the PBIS team in the areas of minor disruption in the classroom and minor physical aggression on the playground. Staff have expressed a continued need to add “tools” and strategies to their repertoire in order to meet the needs of all kids.

4. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?
District-wide professional learning through the Crisis Prevention Institute, as well as ongoing support from district teachers and directors with behavior support has proven successful. Fewer support calls occur during the school day and are now more targeted to students utilizing MTSS/Tier 2 and 3 designated supports.
5. **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?**
We plan to continue to survey teachers and staff to provide relevant training. Paraeducators will have access to all of the training and we will continue to support teachers on the playground.
 - b. **How will the professional development activities benefit the students receiving targeted assistance services?**
Students will directly benefit from the activities as the teachers will have strategies that can be implemented immediately.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.
Our STAT team, or system for supporting staff and students with academic and behavior needs, can strengthen by both engaging in more frequent data analysis meetings to screen for potential needs, as well as providing a way for families to refer for support.
2. How did your school identify these areas of strengths and improvement?
These areas were identified through Tiered Fidelity Inventory Assessments.
3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
One way school and community systems interact is by including parents in the STAT process. Parents provide community/medical/counseling support information to us and we use this as a means to streamline our plans for students.
4. What areas have you identified as areas of the strength, and where do you hope to strengthen and build further family and community engagement and partnership(s)?
We hope to obtain more community resources for our families. Due to our location in rural Washougal we have a few resources but they are difficult for families to access.

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5. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions

a. How does your targeted assistance program coordinate with core and additional programs in the school?

Our LAP program coordinates with our STAT team, Special Education team, as well as our Data Team Meetings in that the same members are on the teams and consistent data from each program's assessment is utilized to align supports for kids.

b. How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?

Our WSIF data shows that students with disabilities are underperforming. Our Resource Special Education teacher and our LAP teachers collaborate through our STAT team processes to align supports and consistency in curricular materials.

c. How do you support transitions between grade spans?

Our Data Teams meet 3x/year and our last data meeting of the year includes vertical team conversations.

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

Yes, daily through art, P.E., music, and library media instruction.

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

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

We aim to make more information public on our website through forms and handbooks. This aligns to our Tiered Fidelity Inventory results and our strategy to increase family communication.

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

We will utilize a parent and family PBIS survey in the spring to gauge engagement.

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

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

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

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

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

Questions to ask and answer when addressing inclusion and equity:

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

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

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

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

Needs Assessment Summary

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

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5a. SY 2023–2024 SMARTIE Goal #1:

Students at Cape Horn-Skye will decrease the level of Some Risk and At Risk reading from an average of 54.6% to 44.6% resulting in a 10% improvement on the Fastbridge aReading assessment. We will accomplish this by focusing on ELA in our Professional Learning Communities. Teams will establish, teach, and assess 3 Essential Standards in collaboration with their peers both schoolwide and districtwide.

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1 Weekly Grade Level Professional Learning Community Meetings</p>	<p>Weekly student academic data in ELA; progress monitoring data; Fasbridge screener data</p>	<p>Weekly</p>	<p>Grade level teams, LAP teacher, School Psychologist, Counselor, Resource teacher, Life Skills teacher, Principal</p>	<p>Wednesday early release time (weekly)</p>
<p>Activity 2 Data Team Meetings</p>	<p>Teacher PLC data; progress monitoring data; Fastbridge screener data</p>	<p>September, January, June</p>	<p>Grade level teams, LAP teacher, School Psychologist, Counselor, Resource teacher, Principal</p>	<p>3 roving substitutes (3x/year)</p>
<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>				
<p>1. Building Budget</p>				
<p>2. Learning Assistance Program</p>				

5b. SY 2023–2024 SMARTIE Goal #2:

Students at Cape Horn-Skye will decrease the level of Some Risk math from an average of 30% to 20% resulting in a 10% improvement on the Fastbridge aMath assessment. The 10% reduction in yellow/some risk will shift to green/at grade level. We will accomplish this by focusing on Math

Intervention in our Professional Learning Communities. Teams will create ways to differentiate instruction, create student-centered activities, and intervene for the 3 Essential Standards in collaboration with their peers both schoolwide and districtwide.				
<i>Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.</i>				
Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Activity 1 Weekly Grade Level Professional Learning Community Meetings	Weekly student academic data in ELA; progress monitoring data; Fasbridge screener data	Weekly	Grade level teams, LAP teacher, School Psychologist, Counselor, Resource teacher, Life Skills teacher, Principal	Wednesday early release time (weekly)
Activity 2 Data Team Meetings	Teacher PLC data; progress monitoring data; Fastbridge screener data	September, January, June	Grade level teams, LAP teacher, School Psychologist, Counselor, Resource teacher, Principal	3 roving substitutes (3x/year)
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. Building Budget				
2. Title I - Math TOSA for ongoing professional development at staff meetings around effective math instruction				
<p align="center">5c. SY 2023–2024 SMARTIE Goal #3.:</p> <p>Students in grades K-5 will increase their Social & Emotional awareness and positive behavior around the area of Respect and Safety. From September to June, students will decrease occurrences of minor disruptions as well as minor physical contact referrals. The data shows that these two areas are the most frequent behavioral referrals in the school. We will improve from 37 minor physical contact referrals the first quarter (45 days) of the school year and 16 minor disruption referrals. We will do this by strengthening our Tier 2 and 3 supports for students using MTSS systems and comprehensive school counseling best practices.</p>				

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.				
Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1 Check In/Check Out for students needing daily goal setting, positive recognition, and accountability</p>	<p>Weekly Tier 2 and 3 team meetings, CICO data, SWIS data</p>	<p>Weekly</p>	<p>Counselor, Student Support Para, Principal</p>	<p>Professional Development, development of a Tiered handbook</p>
<p>Activity 2 Data Team Meetings</p>	<p>SWIS/CICO data; progress monitoring data; Fastbridge SEL screener data</p>	<p>September, January, June</p>	<p>Grade level teams, LAP teacher, School Psychologist, Counselor, Resource teacher, Principal</p>	<p>3 roving substitutes (3x/year)</p>
<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>				
<p>1. Building Budget</p>				
<p>2. Learning Assistance Program</p>				

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Roving substitutes for professional collaboration around student academic and behavior data.</i>
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Student Support for Behavior, Math instruction professional development and coaching
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	N/A
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.	N/A
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	N/A
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>English Language Arts intervention for students not meeting grade level standards</i>
Local Funds	Local levy revenue may be combined in schoolwide programs.	Paraeducator, teacher, and administrator salaries
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	