

# 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: Gause Elementary	1g. Grade Span: Kindergarten-Fifth Grade School Type:
1b. Principal: Tami Culp	1h. Building Enrollment: 248
1c. District: Washougal School District	1i. F/R Percentage: 40%
1d. Board Approval Date: December 12, 2023	1j. Special Education Percentage: 26%
1e. Plan Date: October 30, 2023	1k. English Learner Percentage: 2.6%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Choose an item.	

Section 2: School Leadership Team Members and Parent-Community Partners	
Please list by (Name, Title/Role)	
Dina Sawyer, SLC Teacher & Admin. Intern	Kelli Eldridge, Booster President-Parent Rep
Kirstin Albaugh, School Counselor	Tami Culp, Principal
Connie Vernon, LAP Teacher	MTSS Building Team



### Section 3: Vision and Mission Statement

Gause builds the foundation for student success.

Vision: At Gause, we will work with home and community to provide ALL students with opportunities to reach their full potential- academically, socially, emotionally, and physically.

### 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?

Students from low-income households consistently demonstrated less growth and lower achievement than students from non-low-income households. Students with disabilities consistently show less growth and lower achievement than students without disabilities.

Most of our students perform higher on ELA SBA (51%) than Math SBA (39.2.0%) for all students. Higher performance on ELA is seen across all student groups. Discrepancies exist in performance among a number of student groups including

- a. Students identifying as Hispanic/Latino (28.6% on ELA and 28.6% on Math)
- b. Student with disabilities (36.6% on ELA and 16.7% in Math)
- c. Students from low-income households (30.8 on ELA and 21.2% on Math)

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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.

Using the PLC model adopted over the past 2 years, and focusing on the three essential standards chosen by each grade level, we believe that all students will improve and become proficient learners in ELA and math.

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 Gause student is respectful, safe, responsible and kind. The typical Gause student has the skills to self-regulate. They come to school ready to learn and engage in school activities. The typical student comes to school with the expectation that an adult will ask them how they are feeling that day. They enjoy school. Student behavior is overall positive and students feel as though they belong here (based on mySAEBRS data ). 85% of students were considered “low risk” based on the Fall 2021 mySAEBRS screener.
  - b. What challenges do they face?

Students face a number of challenges, which vary from student to student. A typical Gause student faces the routine pressures of school: peer pressures, social pressures, and academic pressure.
  - c. What are some important relationships in their life?

The typical Gause student comes from a household that has strong familial and community connections. Our students tend to have positive relationships with their teachers and school staff. Research clearly shows that positive student-teacher relationships have a significant positive impact on student growth and learning.
  
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.**

In the LAP program students’ FAST Reading scores are collected and students are ranked according to those scores grade-wide. SBA scores are recorded and used to confirm student ranking. Additionally CKLA beginning of year data is added to the ranking list.
  - 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.**

The LAP teacher ranks students according to their percentage on the Fastbridge reading assessment. Students in the high risk category and identified first across grade levels. If additional staff is available during WIN time, “some risk” students are identified based on available resources.
  - 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?**

Progress monitoring is collected for the LAP program by FastBridge bi-weekly. Students are exited when they perform at the 50th percentile or higher for 3 consecutive progress monitoring assessments.

**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?

The Gause staff support our vision statements and our ongoing work towards ensuring all students will have access to education. We use the lens of equity to examine our practices and systems. Student learning and social emotional well-being is at the core of our work. We are a school that utilizes PBIS practices to promote safe, respectful, responsible, and kind actions from our students. Our Mustang Moments are used to recognize and reinforce positive behavior. We have a number of supports in place to identify students who need additional support such as LAP, the School Counselor and Student Teacher Assistance Team (STAT). Teachers at Gause have high expectations for their students and themselves and are continually seeking out support for learning and professional growth to better serve our students.

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

Our student data highlights a need to develop strong school-wide Multi Tiered Systems of Support. At the tier one level we are providing professional development around developing a strong classroom culture for literacy and math learning as well as interventions and routines for student growth in these areas. For tier one behavior we are focusing on the science and structures of changing behavior. During the 2023-2024 school year, the Gause teaching staff will be implementing the PLC process to identify student needs and differentiate instruction.

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

In August, Gause participated in the district “re-boot” of the PLC model. This is a research-based method which shows the effectiveness of student learning by teachers collecting and analyzing data collaboratively. This work is and will continue to be ongoing throughout the 2023-2024 school year. We will be monitoring our effectiveness through formative and summative assessments including Fastbridge, SWIS and SBA.

In the 2022-2023 school year, the Gause staff began professional development work and revision of the building behavior matrix by operationally defining each of the SWIS data collection referral terms as well as determining a response plan for each behavior.

We are using Fastbridge screening and progress monitoring, Spring SBA, SWIS and MySAEBRS to measure effectiveness of our professional learning. This data together will reflect the efficacy of our professional learning.

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

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

As staff gets moved and resources are shared, there is a need for training especially in Sonday. Paraeducators are invited to participate in staff meetings and all staff development.

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

Students will benefit and demonstrate more growth when they are being instructed by trained staff.

## 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.

Gause continues to work towards full implementation of a multi-tiered system of supports (MTSS). We have a fully developed Tier 1 system that includes school-wide expectations and a token incentive/acknowledgment system. Our MTSS teams meet twice monthly to review data and to determine next steps. Gause also holds STAT team meetings every 2 weeks to discuss the needs of identified students. This team includes our school psychologist, counselor, LAP teacher, classroom teacher, instructional coaches and administration. This team identifies interventions for students, a system of data collection for interventions, and provides support to teachers including coaching and tier two intervention menus. This team uses a progress monitoring system and six week intervention cycles to determine how well students are responding and if further evaluation is needed. Areas that need to be strengthened include Tier 2 and Tier 3 intervention and support. Supporting teachers in developing tier 2 and tier 3 interventions in the classroom while also providing core instruction and extensions to students who need it, continues to be challenging.

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

We utilize data from our Tiered Fidelity Inventory (TFI) to identify areas of needed improvement in our MTSS model. We also use SWIS data, MySAEBRS, STAT records, and teacher observation to identify patterns of behavior.

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

Gause has an established booster club. The partnership between school and home has been important for student success and remains a focus for Gause and the booster club. We recently enjoyed trunk or treat and the boosters have partnered with an area business to support a school fundraiser. We also partner with the community for Read Northwest where community members volunteer to read with our younger 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)?

Gause has embraced the PLC model and taken advantage of the professional development that has been provided around the PLC work.. This is a research-based method which shows the effectiveness of student learning by teachers collecting and analyzing data collaboratively. This work is and will continue to be ongoing throughout the 2023-2024 school year with the focus being on ensuring that all students reach mastery of the focused essential standards. We will be monitoring our effectiveness through formative and summative assessments including Fastbridge, SWIS and SBA.

## 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.

One area of need that we identified is opportunities for professional development around poverty and trauma as well as special education, as we see significant discrepancies in student achievement for our students from low-income families as well as those with identified disabilities. We have identified a need for more planning time for learning teams to be able to develop tier 2 and tier 3 classroom based interventions. Training for teachers to develop these interventions in an evidence based format along with opportunities for administrative or instructional coach fidelity checks would benefit our students. Staffing to support classroom behaviors so that instructional time in the classroom is not interrupted.

### 5a. SY 2023–2024 SMARTIE Goal #1:

By the end of the 2023–2024 school year 80% of Gause students in grades 3rd–5th grade will meet or exceed the three essential standards in math as identified by Washougal School District grade level.

*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 Teachers will be doing interim assessments on the essential standards using SBAC at least once a month. Students will benefit from repeated instruction and exposure to the essential standards</p>	<p>Interim assessment scores. Data collection form will be created by and shared by the principal so that teachers have a shared place to record scores for frequent analysis by not only the grade level teams but also the principal and MTSS team.</p>	<p>Teachers began assessment in August of 2023 and will continue monthly assessment through June of 2024. Teachers will fill out the data form with results as each standard is reviewed and assessed.</p>	<p>Principal and the MTSS team will be responsible for supporting teachers and ensuring assessments and analysis take place.</p>	<p>Teachers need time in their monthly schedule to administer the interim assessments. Teachers will need their scope and sequence schedule.</p>

<p><b>Activity 2</b> Teachers will meet with PLC team to review data on essential standard progress and determine next steps for success. Teams will benefit by analyzing data to best address common struggles in student understanding and achievement.</p>	<p>district-wide grade level common assessment data.</p>	<p>Teachers have ongoing meetings weekly on Wednesday from September through June.</p>	<p>The principal will be responsible and will actively be a part of team meetings throughout the 23-24 school year.</p>	<p>Teachers will need time for PLC weekly to analyze data.</p>
<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>				
<p>1. Nov. 8 - May 1 of the 2023-2024 SY, teachers will have the option to receive compensation for an extra 20 minutes of PLC time per week</p>				

<p><b>5b. SY 2023-2024 SMARTIE Goal #2:</b> By the end of the 2023-2024 school year 80% of Gause students in grades 3rd-5th grade will meet or exceed the three essential standards in ELA as identified by Washougal School District grade level teams.</p>				
<p><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></p>				
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 Teachers will be doing interim assessments on the essential standards using SBAC at least once a month. Students will benefit from repeated instruction and exposure to the essential standards</p>	<p>Interim assessment scores. Data collection form will be created by and shared by the principal so that teachers have a shared place to record scores for frequent analysis by not only the grade level teams but also the principal and MTSS team.</p>	<p>Teachers began assessment in August of 2023 and will continue monthly assessment through June of 2024. Teachers will fill out the data form with results as each standard is reviewed and assessed.</p>	<p>Principal and the MTSS team will be responsible for supporting teachers and ensuring assessments and analysis take place.</p>	<p>Teachers need time in their monthly schedule to administer the interim assessments. Teachers will need their scope and sequence schedule.</p>



<p>Activity 2</p> <p>Teachers will meet with PLC team to review data on essential standard progress and determine next steps for success. Teams will benefit by analyzing data to best address common struggles in student understanding and achievement.</p>	<p>district-wide grade level common assessment data.</p>	<p>Teachers have ongoing meetings weekly on Wednesday from September through June.</p>	<p>The principal will be responsible and will actively be a part of team meetings throughout the 23-24 school year.</p>	<p>Teachers will need time for PLC weekly to analyze data.</p>
<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>				
<p>1. Nov. 8 - May 1 of the 2023-2024 SY, teachers will have the option to receive compensation for an extra 20 minutes of PLC time per week</p>				
<p><b>5c. SY 2023–2024 SMARTIE Goal #3:</b></p> <p>Based on the SWIS data from 22–23, our goal is to:</p> <p>Decrease the number of students needing tier 3 support to no more than 5% of our school population.</p> <p>Decrease the number of students needing tier 2 support to no more than 15% of our school population.</p> <p>Maintain 80% of students in tier 1.</p>				
<p><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></p>				
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 Gause will continue to use their system of PBIS and incentive program to maintain tier 1 at 80% of student behavior success.</p>	<p>SWIS data will be reviewed to analyze referral data. Teacher anecdotal data on student responses to public recognition activities and reward parties to incentivize meeting behavior expectations.</p>	<p>The Gause token economy system of PBIS has been running since the first day of school and will continue throughout the school year. Monthly public recognition for positive behavior begins in November and will continue through June of 2024.</p>	<p>The principal will be responsible but will be supported by the MTSS team, boosters, counselor, and behavior support specialist.</p>	<p>Boosters provide incentives for the school-wide PBIS. Teachers are provided regular reminders and coaching in using the PBIS token economy to increase positive student behavior.</p>
<p>Activity 2 Gause will develop an evidence based system of support to address the tier 2 behavior needs. The counselor will begin social skills groups targeting lagging skills for tier 2 behaviors.</p>	<p>Stat data will be recorded and reviewed to analyze progress for student growth and success. The counselor will use pre and post assessments to monitor student growth in lagging skills in the areas of social/emotional and behavior regulation.</p>	<p>The Gause team operationally defined and determined the discipline/referral matrix in August of 2023. The MTSS team, principal, and behavior specialist will work to develop a menu of systems for tier 2 supports before Christmas break. The counselor will begin social skills groups in November and continue through June.</p>	<p>The principal and MTSS team will be responsible for the system of support for tier 2 behaviors. The counselor will be responsible for the social skills group.</p>	<p>Teachers will need access to support from administrator or behavior specialist for observational data to help support tier 2 interventions in the classroom. The MTSS team will need time to meet once a month to analyze SWIS data.</p>
<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>				
<p>1. Gause Boosters fund the Mustang Market</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
<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>
<b>Title I, Part A</b>	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	
<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>
<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 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>
<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.	
<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>
<b>Local Funds</b>	Local levy revenue may be combined in schoolwide programs.	
<b>Other Funding Sources, including School Improvement Grant Funding</b>		