

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: Jemtegaard Middle School	1g. Grade Span: 6th - 8th School Type: Secondary/Middle School
1b. Principal: David Cooke	1h. Building Enrollment: 440
1c. District: Washougal School District	1i. F/R Percentage: 46%
1d. Board Approval Date:	1j. Special Education Percentage: 14.7%
1e. Plan Date: October 10, 2023	1k. English Learner Percentage: 3.6%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Foundational Supports	

Section 2: School Leadership Team Members and Parent-Community Partners Please list by (Name, Title/Role)	
David Cooke- Principal Tiffany McCormick- Associate Principal Nate Kellar- ELA Teacher Carley Matson- Math Teacher	Kalle Fletcher - Booster President Danielle Bruno - Counselor Sandy Renner - Spanish Speaking Liaison



Kaitlyn Huegli- Science Teacher Heidi Kellar- History Teacher Dani Allen- Art/Electives Teacher Erin Caswell- Special Education Teacher	
--	--

Section 3: Vision and Mission Statement

Vision Draft: At JMS we have a sense of joy that is achieved by mastering exemplary academic goals through rigorous scholarship.

Mission: Draft date- 10/12/2023

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?

Key Takeaways

- Students with disabilities demonstrated lower achievement/proficiency rates than students without disabilities
- Students identified as low-income demonstrated lower achievement/proficiency rates than students who are not identified as low-income

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

- Students who are identified as English Language Learners demonstrated lower achievement/proficiency rates than students who are not identified as English Language Learners

Successes

- The median WSIF student growth percentiles (SGP) for students with disabilities in Math is 67 and 60 in ELA. This demonstrates high growth.
 - The median WSIF SGP for students who are identified as low-income in Math is 66 and 60 in ELA. This demonstrates high growth.
 - The median WSIF SGP for students who are identified as English Language learners in Math is 53 and 62 in ELA. This demonstrates average growth in math and high growth in ELA.
 - The median WSIF SGP for all measured student groups in Math and ELA are in the high range (8, 9 out of 10) with the exception of Math for ELL which measured a median of 7 out of 10.
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.
- Regular attendance rates for all students have trended downward since the 2019 school year. Students who receive special education services have the lowest attendance rates. Chronic absenteeism is a factor and barrier for access to education and achievement
 - A review of SWIS data indicates that since students returned from distance learning they have had significant increases in behavior referrals and suspensions.
 - The data indicates that students need significant social/emotional support. This year, JMS has added additional mental health support: SeaMar Substance Abuse Therapist Lisa Miller and Social Worker intern (ESD 112) Tracey Stinchfield.
 - MTSS/PBIS
 - The data indicates that a strong Tier 1 Critical Classroom feature is needed. Staff is focused on the following Tier 1 supports:
 - Effectively Design Classroom Space, Establishing & Teaching Rules
 - Routines, and Procedures
 - Connecting With Students
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 strong desire to learn and do well in school
 - JMS students are kind and truly care about their peers and their community. JMS students look after each other.
 - Desire to improve the climate and culture at JMS.

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

- Involvement in leadership opportunities, after school activities, and sports.
- b. What challenges do they face?
 - Nearly half of the students at JMS are low-income and many families struggle to cover the basic needs of food, shelter, and access to adequate medical care. The struggles these families endure impacts student learning, attendance rates, and academic achievement.
 - Our data would indicate that since the pandemic many students are struggling with chronic mental health and substance abuse issues.
- c. What are some important relationships in their life?
 - JMS students value their relationships with their peers
 - JMS students report that family relationships are important to them
 - The fall 2023 Student Climate & Culture survey, students report that most students have an adult at school they can talk to if they need help

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.

Last year the JMS Vision & Mission Redesign team was formed out of a desire to update the JMS vision, mission, and equity statements to reflect the values and goals our staff and students hold. We believe that our new vision for JMS: Joy, Mastery, Scholarship reflects the culture we are building. Post pandemic, our staff is committed to bringing the joy back to learning. Learning is challenging as it was meant to be. We are committed to providing opportunities to learn and grow and find the joy in learning/mastering new skills and concepts. Our PLC work around essential standards is present in students day-to-day learning as PLC teams work to help students reach grade-level mastery. PBIS guides our work around clearly defining and reinforcing positive behaviors in the classroom and schoolwide. Students who demonstrate positive behaviors earn Husky Bucks that can be used for prizes and rewards at the Husky Bucks Store in partnership with the JMS Boosters.
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)?
 - Teachers engaged in subject/grade level PLCs are dedicated to teaching their chosen essential standards to get all students to grade level mastery/proficiency using the evidence-based PLC cycles.
 - MTSS Academic & Behavior Teams:

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

- Academic Team Focus: Reviewing academic data, setting SMARTIE Goals for benchmark assessments, and finding solutions/providing training and support for academic interventions within the classroom
 - Behavior Team Focus: Reviewing SWIS/Behavioral data, setting SMARTIE goals for classroom referrals and out of school suspensions, providing training and support for Tier 1 classroom behavior strategies: SLANT
 - Building Leadership Team: Lead the PLC progress including reviewing data, presenting PLC work and developing new strategies to take back to their team. Plan for upcoming events and address any schoolwide concerns.
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?
- The JMS PLC Guiding Coalition has been involved in PLC training provided by Solution Tree for the duration of the 2022-23 school year. This team continues to meet twice a month to review PLC data and to plan and implement professional learning for our staff. The data has shown that teachers who participated in the Solution Tree PLC training had higher SBAC scores than teachers who did not attend the training.
 - Our school counselor attends and participates in ASCA training throughout the 2022-24 school years. Training is focused on setting behavioral goals, reviewing data throughout the year, and providing the appropriate supports to help students be successful at school
 - The JMS/CCMS Math PLC team has received Illustrative Math Curriculum training and support from Instructional Coach Cheryl MacIntyre. Cheryl meets with the team weekly to provide PLC guidance and support around data collection and interventions.
Click or tap here to enter text.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the 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.
Click or tap here to enter text.
- Counseling & Behavior Support:
 - Danielle Bruno: School Counselor
 - Wendy Butler: UNITE! Washougal ESD 112 Student Prevention Specialist
 - Erin Darling: Behavior Support Specialist
 - Lisa Miller: SeaMar Substance Abuse Therapist
 - Tracey Stinchfield: ESD 112 Social Worker Intern
 - Tier 1 Classroom Strategies
 - PLC Essential Standards cycles: focus on providing timely academic interventions for students who did not master essential standards
2. How did your school identify these areas of strengths and improvement?

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

JMS regularly reviews the following data systems in order to assess and inform areas of strength and areas of improvement at JMS:

- SWIS behavior data
- Fastbridge Screener data
- PBIS tiered fidelity data
- MySaebbers SEL screener data
- SBAC Interim Assessment data
- PLC Common Formative Assessment and Summative Assessment data
- SBAC Summative data
- JMS STAT Team reports
- Student and family surveys

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
Jemtegaard Middle School has a strong alliance with Unite Washougal. This year we are partnering on a Positive Norms campaign where students learn about the high number of students who are saying no to substance abuse. This is a year long campaign. Jemtegaard Middle School is proud of their partnership with the Latin(x) community. There are regular meetings between families and the school to ensure that the needs of our Latin(x) students are met. This is largely facilitated by Sandy Renner, our Spanish speaking community liaison.
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)?
Jemtegaard Middle School is proud of their partnership with the local Latin(x) community. There are regular meetings between families and the school to ensure that the needs of our Latin(x) students are met. This is largely facilitated by Sandy Renner, our Spanish speaking community liaison. Jemtegaard's work led the way for the strong District response to serve our Latin(x) families including four resource fairs each year.

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 [QSSI 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.

Click or tap here to enter text.

5a. SY 2023–2024 SMARTIE Goal #1:

Math: By the end of the 2023–24 School year, based on student cohort data, students will increase the percentage of students receiving a level 3 or 4 by 10% or more in grades 6–8 on the SBAC assessment.

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 align="center">Activity 1</p> <p>Illustrative training and support with District Math Coach Cheryl MacIntyre</p> <p>Teachers will benefit from the support of our district math coach by learning new skills and focusing on supporting all students to meet essential math standards</p>	<p align="center">Short-term:</p> <p>-Illustrative formative assessments: exit tickets and unit tests</p> <p align="center">Long Term:</p> <p>-SBAC Summative data</p> <p align="center">-</p>	<p>-Teachers conduct 1–2 15 day challenges per month</p> <p>-SBAC data is reviewed yearly in June and again in August/September</p>	<p>-Teachers are responsible for monitoring common formative assessments and related data</p> <p>-Guiding Coalition/BLT Team will review PLC data monthly with building administrators</p>	<p>-Illustrative math curriculum</p> <p>-August professional learning days with Math Coach Cheryl MacIntyre</p> <p>-Weekly access during PLC time to meet with Math Coach Cheryl MacIntyre</p>
<p align="center">Activity 2</p> <p>15 Day Challenges</p> <p>Teachers will benefit by pacing their instruction to ensure that students meet targets and standards while providing timely interventions for students who do not meet standard.</p>	<p>-Teacher created common formative and summative assessments.</p> <p>-SBAC Interim Assessments measuring targeted essential standards</p>	<p>-Teachers conduct one to two 15 day challenges per month</p>	<p>-Teachers and PLC teams are responsible for collecting and analyzing 15 day challenge data</p> <p>-JMS Guiding Coalition/team leads will meet twice a month to review PLC data with building administrators</p>	<p>-Solution Tree PLC/15 day Challenge materials</p> <p>-Teacher created common formative assessments</p>

Students benefit by engaging in math lessons and interventions that will help them meet and/or exceed grade level standards.				
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. JMS General Fund for Illustrative training with Cheryl MacIntyre \$800				
2. JMS General Find for additional training in September and mid October \$1,500				

5b. SY 2023–2024 SMARTIE Goal #2:

ELA: By the end of the 2023–24 School year, based on student cohort data, students will increase the percentage of students receiving a level 3 or 4 by 10% or more in grades 6th and 8th and 12% or more for 7th grade on the SBAC assessment.

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</p> <p>15-Day Challenges: Teachers will benefit by pacing their instruction to ensure that students meet targets and standards while providing timely interventions for students who do not meet</p>	<p>Short-term Data:</p> <p>-Teachers will utilize curriculum based and teacher created common formative assessments during 15-day challenges to inform their PLC instructional cycles.</p>	<p>-Teachers conduct one to two 15 day challenges per month</p>	<p>-Teachers and PLC teams are responsible for collecting and analyzing 15 day challenge data.</p> <p>-JMS Guiding Coalition/team leads will meet twice a month</p>	<p>-Solution Tree PLC/15 day Challenge materials</p> <p>-Teacher created common formative assessments</p>

standard. Students benefit by engaging in ELA lessons and interventions that will help them meet and/or exceed grade level standards.	Long-term Data: -SBAC Summative Data		to review PLC data with building administrators	
Activity 2 SBAC Interim Assessments Teachers will utilize SBAC Interim Assessments to collect data around specific essential standards and targets. The data will be used to inform instructional practices to ensure that students reach benchmark.	-SBAC Interim Assessments measuring targeted essential standards	-Teachers will utilize a minimum of three SBAC Interim Assessments throughout the year to assess mastery of Essential Standards.	-Teachers are responsible for proctoring SBAC Interim Assessments and for reviewing the data	-SBAC Interim Assessments are free materials for educators
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
No additional funding required				
5c. SY 2023–2024 SMARTIE Goal #4: Click or tap here to enter text.				
Behavior: <i>By the end of the 2023-24 school year JMS administrators will have reduced the out-of-school suspension rates for students by 70% or more.</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>

<p>Activity 1 Historically, out-of-school suspensions have proven to be ineffective in changing student behavior. And as such students are excluded from their education as well as additional resources like school counselors. JMS is dedicated to finding alternate solutions to traditional ineffective disciplinary practices such as reverse suspensions, conflict resolution to ensure that students can still access their education and educational resources.</p>	<ul style="list-style-type: none"> -SWIS discipline data will be used for short-term and long-term data trend analysis and for planning interventions -The MTSS Behavior team as well as the Student Support Team (SST) will use SWIS data to determine Tier 2 & 3 eligibility and interventions. 	<ul style="list-style-type: none"> -SWIS data is reviewed weekly by administrators and monthly by the MTSS Behavior Team for the duration of the school year. 	<ul style="list-style-type: none"> -Administrators are responsible for monitoring and measuring SWIS data. -The MTSS Behavior Team and the Student Support team use SWIS Data Reports to implement behavior supports/Tiered Interventions 	<ul style="list-style-type: none"> -SWIS Behavior Data System-yearly subscription
<p>Activity 2 Restorative Practices will be utilized to hold students accountable for their behavior and to mend relationships they have harmed in the process. Students and staff all benefit from restorative practices because it allows students to own their behaviors and mistakes while rebuilding trust in those they have harmed. Staff and students work</p>	<ul style="list-style-type: none"> -Restorative practices are tracked through SWIS as well as personal data. 	<ul style="list-style-type: none"> -Students who participate in restorative practices are tracked through SWIS data as well as regular check-ins with school counselors and school administrators 	<ul style="list-style-type: none"> -School administrators and the Student Support Team work together to develop, implement, and track students who receive restorative services 	<ul style="list-style-type: none"> -JMS administrators and counselors follow the International Institute for Restorative Practices guidelines and resources

together to support the student through the process.				
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
No additional funding required				

5c. SY 2023–2024 SMARTIE Goal #4:

Click or tap here to enter text.

Science: *By the end of the 2023–24 school year students will increase the percentage of students receiving a level 3 or level 4 by 15% or more on the 8th grade WCAS assessment.*

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 15-Day Challenges: Teachers will benefit by pacing their instruction to ensure that students meet targets and standards while providing timely interventions for students who do not meet standard. Students benefit by engaging in science lessons and interventions that will help them meet and/or exceed grade level standards.</p>	<p>-Teachers will utilize curriculum based and teacher created common formative assessments during 15-day challenges to inform their PLC instructional cycles.</p> <p>Long-term Data: -WCAS Summative Data</p>	<p>-Teachers conduct one to two 15 day challenges per month</p>	<p>-Teachers and PLC teams are responsible for collecting and analyzing 15-day challenge data.</p> <p>-JMS Guiding Coalition/team leads will meet twice a month to review PLC data with building administrators</p>	<p>-Solution Tree PLC/15 day Challenge materials</p> <p>-Teacher created common formative assessments</p>
<p>Activity 2 -Science teachers will utilize the Amplify Science curriculum to create hands-on labs for students to engage in the work of scientists</p>	<p>-Teachers evaluate students individually and as a group for labs</p> <p>-Students self-evaluate their progress towards meeting essential standards in labs</p>	<p>-Labs are embedded into 15-day challenges</p> <p>-Progress is monitored via formative assessments and student self-evaluation</p>	<p>-Science teachers and the Science PLCs are responsible for implementing, measuring, and reviewing lab data.</p>	<p>-8th grade JMS/CCMS team planning August 2023</p> <p>-Materials are sourced through donations and through the general fund as needed</p>

	-Students are given the opportunity to re-do labs and assessments to work towards mastering essential standards			
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
Additional Planning Day in August for Kaitlyn Huegeli and Ryan Hooser \$1,100. Paid out of the general fund.				

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>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Click or tap here to enter text.
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.	Not applicable
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> Not applicable
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i> Access to support provided by ELL TOSA and classroom assistant

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
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Not applicable
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i> Not applicable
Local Funds	Local levy revenue may be combined in schoolwide programs.	Not applicable
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Not applicable