

# 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	
<b>1a. Building:</b> Washougal Learning Academy	<b>1g. Grade Span:</b> K-8 <b>School Type:</b> Elementary & Secondary - ALE
<b>1b. Principal:</b> Tami Culp	<b>1h. Building Enrollment:</b> 32
<b>1c. District:</b> Washougal School District	<b>1i. F/R Percentage:</b> 37%
<b>1d. Board Approval Date:</b> February 27, 2024	<b>1j. Special Education Percentage:</b> 25%
<b>1e. Plan Date:</b> Sept. 2023-June, 2024	<b>1k. English Learner Percentage:</b> 7%
<b>1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</b> Choose an item.	



## Section 2: School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Rebecca Woodings, WLA Teacher

Cheryl MacIntyre, District TOSA

Tami Culp, Administrator

## Section 3: Vision and Mission Statement

Vision: Washougal Learning Academy's vision is to support all students as individual learners by providing targeted instruction, utilizing a strengths-based approach for supporting whole-child student success, and using standards to assess and plan student growth. We provide flexibility of schedule, family choice in curriculum and supplemental learning options, and personalized instruction plans because we believe all students can achieve high levels of success.

## 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?

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

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 (40%) than Math SBA (24.40%) 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 (67% on ELA and 17% on Math)
- b. Student with disabilities (13% on ELA and 13% in Math)
- c. Students from low-income households (25% on ELA and 25% 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. We also recognize that a challenge with an online, Alternative Learning Environment (ALE), is since the majority of the content is delivered virtually within the home setting, this can create a challenge in delivering course materials equitably depending each student's home situation. Not having a certified teacher accessible throughout the school day is an additional challenge. This year, the WLA instructor is working to provide more frequent support for our students who receive special education support. She is holding weekly small group opportunities for all WLA students through a writing workshop and small group math support both in person and via zoom.
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 WLA student is a self manager and self starter. They tend to have intrinsic motivation to complete the work and be successful. They have a framework in place to discuss their learning, their goals and their growth. They have the skill to advocate, along with their parents/guardians for what they need since they do not learn as part of a classroom group.  
  
What challenges do they face?  
Online learning can feel isolating at times and it tends to provide fewer opportunities for group work and group projects. WLA students tend to need additional practice with the development of skills in public speaking, managing roles and discussion. Students face a number of challenges, which vary from student to student.
  - b. What are some important relationships in their life?  
The relationship with the parent/guardian is foundational in the learning of a WLA student. Due to the structure and components of the

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

WLA school model, the parent/guardian has a critical role in the educational setting for their student. The relationship with the teacher is also essential as well, as the teacher guides and assesses the learning and also helps to set goals and provide resources. Other family members and friend relationships are important at home as well since the student may have less contact with peers than a student who attends in person school.

### 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?

Our vision statement speaks largely to WLA's emphasis on individualized learning plans and support, while our equity statement speaks of the strength we see in diversity. Since every student's educational plan starts with a family meeting and the creation of a Written Student Learning Plan, our focus is on getting every individual student what they need to have a successful learning experience, rather than looking at maximizing support for a group of students with different learning needs. An average day for the WLA teacher includes weekly meetings, tutoring students who need additional support-to include planning for and implementing the writer's workshop and small group math support, and evaluating student work to provide feedback.

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)?

Building on the previous work of an MTSS system at WLA, we are continuing to implement our WLA E.A.G.L.E. points program with rewards for students who meet their goals in academics and behavior. We also continue to utilize strategies from the Solution Tree PLC training which helps us to align our essential standards in ELA and Mathematics curricula and with the district at large. We continue to align all of our efforts around the idea of helping students to set, achieve and revise goals for their academic, social and emotional success.

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?

Continued professional learning around supporting the essential standards work in ELA and Mathematics and aligning the curriculum continues to be the most successful. This is best evidenced by the numbers shown in the Fastbridge aReading and aMath scores.

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

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

### Systems of Support

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.

Strengths of WLA in behavioral, social-emotional and academic needs are largely connected to the relationships established with families, the ways we consider individual student strengths and opportunities and flexibility of schedule and learning modes.

Behavioral issues are different in an ALE than in a traditional classroom due to the difference in environment and interactions with other students. Where neighborhood schools have to consider the interpersonal conflicts of larger groups of students and support at a group level, WLA is more focused on engagement, ethical online practices and supporting the whole child through a schedule.

Weekly meetings with individuals provide us the chance to really get to know what students are interested in, and tailor their experience to their interests and strengths while still focusing on standards and providing rigorous tasks. The flexibility of schedule also allows students the freedom to take more frequent breaks, spend time with family, work around parent/guardian schedules and participate in activities that otherwise happen during a traditional school day. This can alleviate some behavior issues for some students.

This school year, students have access to connecting with both grade level and multi-grade level peers through access to on-site offerings such as PE, Art and Library/Media. This is an opportunity for students to develop and strengthen their peer to peer relationship skills for their social-emotional wellbeing.

WLA students also have access to a school counselor both on-site and via zoom.

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

We utilize data from our Fastbridge MySAEBRS, teacher observation during weekly check-ins and direct conversation and communication with our WLA students and their families.

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

At WLA, we value and recognize the importance of partnering with our community and families. A couple of examples of these partnerships are the connection with Gause Elementary activities, such as the Trunk-or-Treat event in the fall of this year, families are also invited to join the E.A.G.L.E. Reward activities and we are happy to have families visit both in person and online for student meetings so that support is more than just a discussion of academics. It is an opportunity to work with the family to support the whole child

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

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)?  
While WLA has a system in place for connecting with families on a weekly basis, we are focusing our efforts on improving in the area of better connecting with our families in person. We plan on doing this by being intentional about hosting events and activities that better connect and invite families to attend in person in comparison to only connecting via virtual. One example of these activities is our WLA E.A.G.L.E. Rewards celebrations/gatherings utilizing parent volunteers.

## 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.

## 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).*

One area of need that we identified is opportunities for professional development around strategies of how to engage more students through an online platform. We would like to see our number of students increase and be consistent in engaging in school both virtually and in our in person support opportunities. Another opportunity for professional development is opportunities for the WLA teacher to network with other ALEs across the region and/or state. In addition to these two professional development opportunities, it would be beneficial for opportunities for the current WLA administrator to be able to deepen her knowledge and skills leading an ALE through training and workshops focused on leading an ALE.

### 5a. SY 2023–2024 SMARTIE Goal #1:

By the end of the 2023–2024 school year improvement of each individual middle school level WLA student’s ELA score on the SBA by a grade level or more, at least 30 points or higher, in grades 6th, 7th and 8th.

*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 style="text-align: center;">Activity 1</p> <p>WLA Teacher will be doing interim assessments on the essential standards using SBAC at least once a month. Students will benefit from repeated instruction and</p>	<p>Interim assessment scores. Data collection form will be created</p>	<p>WLA Teacher will begin assessment in fall of 2023 and will continue monthly assessment through May of 2024. Teacher will fill out the data form with results as each standard is reviewed and assessed.</p>	<p>WLA Teacher will schedule r the Interim assessments with any supports needed by WLA Admin</p>	<p>WLA Teacher will need time in her monthly schedule to administer the interim assessments. Teacher will need the scope and sequence schedule.</p>



exposure to the essential standards				
<p>Activity 2</p> <p>Teacher will implement and provide group instruction to all WLA 6th, 7th &amp; 8th grade students through a writer's workshop focusing on the identified district ELA Essential Standard W.6-8.1</p>	District-wide grade level common assessment data and student writing samples	Teacher will provide the opportunity weekly throughout this school year Sept.-June	The WLA Teacher will lead and instruct the Writer's Workshop with supports from the WLA admin	The WLA master weekly schedule will need to provide time for the workshop opportunity.
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. No additional funding needed at this time				

**5b. SY 2023-2024 SMARTIE Goal #2:**

By the end of the 2023-2024 school year improve each individual middle school level WLA student's math score on the SBA a proficiency level or more, at least 25 points, in grades 6th, 7th and 8th.

*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>WLA Teacher will be doing interim assessments on the math essential standards</p>	Interim assessment scores and data collection form will be created	WLA Teacher will begin assessment in Sept. of 2023 and will continue monthly	WLA Teacher and Principal will be responsible for supporting and ensuring	WLA Teacher needs time in her monthly schedule to administer the interim assessments.

using SBAC at least once a month. Students will benefit from repeated instruction and exposure to the essential standards		assessment through May of 2024.	assessments and analysis take place.	Teacher will need the scope and sequence schedule.
Activity 2  Teachers will provide the opportunity of 180 minutes of direct synchronous small group math instruction in 6th, 7th, & 8th grade with focus on individual grade level essential math standards	District-wide grade level common assessment data and interim and SBA data	WLA Teacher will begin small math group instruction in fall of 2023 and will continue monthly assessment through June of 2024. Teacher will fill out the data form with results as each standard is reviewed and assessed.	The WLA Teacher will implement and instruct small group math support weekly with any supports needed from WLA Admin	WLA Teacher will need time weekly in the master schedule for the small group math instruction

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

1. No additional funding is needed at this time

**5c. SY 2023–2024 SMARTIE Goal #3:**

In reviewing WLA’s mySAEBRS Fastbridge data three times per year, we will

Decrease the number of students needing tier 3 support (red-at risk) by 25% or more of our school population.

*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
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</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>

<i>Who, specifically, will benefit from this practice/activity?</i>				
<p>Activity 1 WLA students will have access to a school counselor - both on site and via zoom</p>	<p>mySAEBRS data will be reviewed to analyze referral data. 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>mySAEBRS data collected and reviewed three times per year. Counselor will have on-going assessments as needed for student support</p>	<p>The school counselor in collaboration with the WLA Admin and WLA Teacher will work to support each WLA student for social-emotional support.</p>	<p>School Counselor will need time in weekly schedule to meet with WLA students needing this level of support</p>
<p>Activity 2 Opportunities to participate with peers in Art, PE, Library/Media and E.A.G.L.E. Celebrations /Events</p>	<p>mySAEBRS data will be recorded and reviewed to analyze progress for student growth and success. Teacher anecdotal data on student responses to public recognition activities and reward parties-E.A.G.L.E. Rewards Celebrations to incentivize meeting behavior expectations.</p>	<p>Monthly public recognition for positive behavior begins in November and will continue through June of 2024.</p>	<p>WLA Teacher and Specialists at Gause Elementary, JMS &amp; CCMS will work to provide opportunities for WLA students to participate in Art, Music, PE &amp; Library/Media .</p>	<p>Admin will need to provide times in the master schedule for opportunities for WLA students to participate in PE, Art, Music &amp; Library/Media</p>
<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>				
<p>1. None needed at this time</p>				