

# 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.

<b>Section 1: Building Data</b>	
<b>1a. Building:</b> Columbia River Gorge Elementary	<b>1g. Grade Span:</b> Preschool-Grade 5 <b>School Type:</b> Elementary
<b>1b. Principal:</b> Hannah Hartman	<b>1h. Building Enrollment:</b> 373 students
<b>1c. District:</b> Washougal School District	<b>1i. F/R Percentage:</b> 38%
<b>1d. Board Approval Date:</b> 11/14/23	<b>1j. Special Education Percentage:</b> 19%
<b>1e. Plan Date:</b> 11/14/23	<b>1k. English Learner Percentage:</b> 15%
<b>1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</b>	
Tier 2	

<b>Section 2: School Leadership Team Members and Parent-Community Partners</b>	
Please list by (Name, Title/Role)	
Leslie Gillispie/PE Teacher	*Ellen Hein/Grade Three Teacher
Erica Maxey/Kindergarten Teacher	*Sam Howard/Grade Four Teacher
*Allison McGranahan/Grade One Teacher	Marie Klemmer/ Grade Five Teacher
Ashley Lingo/Grade Two Teacher	*Khrista McBride/Grade Four Teacher



*\*helped in board SIP plan presentation*

### Section 3: Vision and Mission Statement

**VISION** - CRGE is a learning community that knows, nurtures, and challenges ALL students to reach their full potential.

**MISSION**- CRGE provides a safe learning environment with meaningful relationships where all students become learners with a growth mindset.

### 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?

Learning loss continued impacts from Pandemic. Large percentage of students struggle with emotional regulation that is causing an impact on their connectedness and readiness to access learning.

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.  
Lack of social skill development and problem solving strategies. Students that are highly creative and would benefit from more trauma informed practices and a universal design for learning that allows for multiple entry points and choice for students to maximize engagement.
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?  
Students in our school are creative and thinkers. They desire to be independent and work to ask good questions to further their learning.

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

b. What challenges do they face?

Some students in our school have had limited social interactions and struggle to engage appropriately with peers. Some students do not see the value in their effort toward learning.

c. What are some important relationships in their life?

Family/caregivers at home and school community (teachers, peers)

We have highly committed teachers who care deeply for their roles and our community. We have a mix of family dynamics in our community.

### 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?

There is understanding of the why but we are still learning what changes and how that change needs to look, specifically what steps teachers need to take to address inequities in practice or how students are being served.

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)?

We are working on aligning the work of PBIS, Equity, SEL to our systems of support and operations. Our counselor is working toward more trauma informed practices. Our teachers are working to better understand the brain and ways to support students through deescalation. We are working toward more training on cultural awareness and implicit biases, focusing specifically on bias based on race, gender, and disabilities.

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?

We are working primarily on PBIS support and tier one critical features to support enhancing student sense of belonging. We are using teacher feedback and exit tickets from PD sessions to plan future work and helping to have more trauma informed practices. We are also doing training on effective professional learning communities to maximize the impact we can have collaboratively on student learning.

### 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.

We are reflecting and updating systems of support to work smarter toward our goals. We are focusing primarily on the social- emotional and behavior systems to help lay a sound foundation of work for our academics as this has been a barrier when not focused on.

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

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

We met with our building leadership team and equity teams to reflect and identify needs. We analyzed data from our test score on screeners and state assessments from the previous years and our perception data from experience with our population over time in our building. We also included parent feedback.

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

We have a strong relationship with our Boosters group who is committed to providing quality learning experiences for our students and families. We have also had outreach to other volunteer organizations we are partnering with for example Read Northwest to expand the program and impact.

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)?

Our Booster organization is a big strength in our community. We are hoping to provide more outreach to create a more wider representation of family involvement over the years and other volunteer opportunities to support teaching and learning in our building this 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 [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.

Click or tap here to enter text.

**5a. SY 2023–2024 SMARTIE Goal #1:**

- Move 25% of our “some risk” students to “low risk” (above benchmark) by Spring of 2024.

*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 Support strong PBIS/SEL tier 1 supports, all students will benefit</p>	Improvement of SWIS data	Monthly review	Equity Team	Professional development in staff meetings, extra time devoted to SEL across all grade levels, Kamochis and Harmony curriculums.
<p>Activity 2 Provided tier 2 and tier 3 PBIS interventions and SEL supports, students identified through SWIS/Screener for interventions</p>	SEABRAS screener data, SWIS data	Three times per year following screeners and for individuals in our HUG meetings weekly.	HUG team, Equity Team	Check in and out process, behavioral intervention/tracking tools, counseling resources

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

1. Building budget used for program implementation and incentives for school wide SEL initiatives

**5b. SY 2023–2024 SMARTIE Goal #2:**

- Decrease the amount of students in the “high risk” to “some risk” and “some risk” to “low risk” performance level for a

total of 70% above benchmark in the area of English Language Arts by Spring 2024.

*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 LAP services, lowest leveled readers in K-5 grade</p>	<p>Improvement in reading scores through progress monitoring and screeners and the eventual exiting from the program</p>	<p>All year, monthly check ins on data review</p>	<p>LAP team, Equity</p>	<p>Sonday, other reading materials as needed, Science of Reading Professional development</p>
<p>Activity 2 Community collaboration such as partnering with Read Northwest, All School Reads Program, All students</p>	<p>Student engagement measured initially and over time</p>	<p>All year, 2 months</p>	<p>PLC teams</p>	<p>Book collections, informational training on program, extra class/school time devoted to all school reads.</p>

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

1. Read Northwest volunteers
2. Booster funded program

**5c. SY 2023–2024 SMARTIE Goal #3:**

- Decrease the amount of students in the “high risk” to “some risk” and “some risk” to “low risk” performance level for a total of 70% above benchmark in the area of Mathematics by Spring 2024.

*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 Formative assessments aligned to math learning targets and essential standards with a schoolwide focus on number sense. All students and students requiring intervention.</p>	<p>Formative assessments and screener data.</p>	<p>Yearly, review of data monthly</p>	<p>PLC team, Building Leadership Team</p>	<p>Illustrative Math, Ongoing PLC professional development, prioritizing time to meet</p>
<p>Activity 2 Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>				
<p>1. District funding of curriculum and resources</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> Click or tap here to enter text.
<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.	Click or tap here to enter text.
<b>Title II, Part A</b>	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> Trauma informed training and PLC training
<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> Click or tap here to enter text.
<b>Title IV, Part A</b>	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Click or tap here to enter text.
<b>Learning Assistance Program (LAP)</b>	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K-6 students.</i> Reading support for K-5 students in most intensive needs.
<b>Local Funds</b>	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
<b>Other Funding Sources, including</b>	Click or tap here to enter text.	Click or tap here to enter text.

### 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
School Improvement Grant Funding		