PLAN | DO | STUDY | ADJUST

Plan: Begin with the "Plan Step" to identify the purpose, desired outcomes, and success criteria of the Schoolwide program;

Do: Then move onto the "Do Step" by identifying how the plan will be implemented and how data regarding the plan will be collected over the course of the year;

Study: Next, use the "Study Step" to outline how the Schoolwide program will be studied for strengths and challenges using the data collected and other feedback, and;

Adjust: Describe how this information will then be acted upon in the "Adjust Step" to ensure the Schoolwide program sees continual improvement in the future;

Plan: Identify purpose, desired outcomes, and success criteria.

- Identify purpose, desired outcomes and success criteria.
- What our data shows and the objectives developed to respond.
- Engage key stakeholders in the planning process. *(e.g. teachers who lead instructional teams, special education teachers, English language development teachers, key professional staff, parents representing diversity of student body, principal, administrator from "feeder pattern" school, district administrator)*
- Collect and review academic and non-academic data (e.g. achievement data, demographic data, perceptual data, contextual data). Collect and review best practices. *Refer to the OSPI Menus of Best Practices and Strategies*
- Analyze and evaluate: core instruction, tiered support model, data-based decision making, school climate and systems support, implementation of best practices.

Increase the percentage of students meeting and exceeding standards increase the percentage of students meeting standards on the Smarter Balanced Assessment.

Do: Implement intended outcomes

- Identify how the plan will be implemented and how the data regarding the plan will be collected over the course of the year.
- Implement, intended outcomes. Training, data collection, feedback process.
- Develop the plan with goals and objectives in S.M.A.R.T. *(Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)* Goal format to articulate both the evidence supporting the strategy and measurable outcomes for students and educators. Provide professional development training if needed.
- Document process—highlight strengths and challenges.
- Continue to collect data.
- Observe and seek feedback on the process.

- Design a Multi-Tiered System of Support (MTSS) for academics and behavior that will organize and frame schoolwide activities and evidence based practices and integrates for powerful teaching.
- Develop and utilize programs to recognize and respond to social and emotional needs of children, in order to teach the whole child and reduce the amount of severity of behavior problems in building, and to increase building-wide awareness and expertise in dealing with the social and emotional needs throughout the school year.
- Build capacity of teachers, leaders, and school staff to utilize the PLC framework to determine what student needs to know, how they will know if they learned it. How to respond if they did not learn, and how they will respond if students already know it.
- Review student achievement data, school-improvement survey data, attendance, discipline, staff climate surveys, and parent surveys to determine areas of strength and areas of growth.
- Utilize classroom based and district progress monitoring through formative, interim, and summative assessments to inform and adjust instruction in real-time.

Study: Reflect on implementation of intended plan and student outcomes

- Reflection on strengths, challenges and modification.
- What are the strengths and challenges of the current school program?
- Was the plan implemented as intended? What modifications did you make to the plan along the way?
- Does the evidence gather support staff assumptions about strengths and needs?
- Are there information gaps? What more do we need?
- What priorities does the information suggest?
- Review student achievement data, school-improvement survey data, attendance, discipline, staff climate surveys, and parent surveys to determine areas of strength and areas of growth.
- How are we implementing best practices and strategies?
- What are our professional development needs?
- What are the ways in which we collaborate and/or braid programs together to upgrade the entire building?
- What is our commitment to continuous improvement?
- What are we going to evaluate?
- What are the best practice and how are we going to evaluate our practices?

Adjust: Identify action steps to make targeted adjustments to the original plan

- What adjustments/modifications should be made to improve effectiveness?
- What adjustments/modifications should be made?
- How can we improve the effectiveness of our program?
- Describe how information studied and information gathered regarding each component will be used to improve and revise the schoolwide plan.
- Review and revise on an ongoing basis.

Component One – The Needs Assessment

The comprehensive needs assessment directs a building to collect and analyze student data. 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.

In their needs assessment, schools must describe their students' demographics, levels of achievement (academic and language proficiency), parent family engagement, atmosphere, and staffing.

A needs assessment includes outcomes, and documents how schools use data to reach outcomes. This documentation must include a detailed analysis of student subgroups. Districts must also examine student, teacher, and school community strengths and needs. A needs assessments must include both district and building priorities and concerns. Schools also provide strengths and weaknesses of their Title I, Part A program.

[ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016.](#)

Guiding Questions

- How does your needs assessment integrate current school year quantitative and qualitative data?
- How does your needs assessment give an accurate and thorough view of the entire school?
- What subjects, grade levels, and programs are the strongest and weakest?
- How does the school focus on language acquisition, meaningful access to core content, and academic achievement for English learners?
- Review student achievement data, school-improvement survey data, attendance, discipline, staff climate surveys, and parent surveys to determine areas of strength and areas of growth.
- To what extent are discipline issues impacting students?
- What is the level of family and the community support at the school? Do the school's family outreach efforts effectively engage families reflective of the school's demographics?
- What does the data say about the success of students transitioning into and out of your school? Examples: Elementary schools should look at WAKids, middle schools at 6th grade attendance and behavior data, high schools at 9th grade course completion.
- How have you identified any areas of concern from the following within your needs assessment:
  - Parent and Family Engagement
  - Homeless and Foster Care Needs
  - Transitions Between Grades and/or Schools/Ninth-Grade Transition
  - Technology
  - Professional Development
  - Schoolwide Tiered Models of Instruction
  - Behavior and Discipline-Restorative Justice
  - School Culture and Climate
  - Attendance patterns and mobility
  - Chronic Absenteeism
  - Well Rounded Education
  - Secondary Education Program Needs
  - Dual Credit
  - College Career and Readiness
  - English Language Acquisition
  - Effective Staffing Model (teacher, student ratio, qualified staff)

- Effective Instructional Leadership for All Student Groups
- Interrupted Formal Education

Component Two – Schoolwide Reform Strategies

A Title I, Part A Schoolwide program need to have a schoolwide building focus. ESSA's new focus is on a well-rounded education. Schoolwide programs should focus on supporting all students within the school. How the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). Schoolwide reform strategies and best practices that the building intends to use will strengthen the academic program in the entire school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. Instructional strategies and initiatives in the comprehensive plan must be based on scientifically-based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

There are several ways to focus on schoolwide reform strategies:

- Create a data collection and reporting system to increase the effective use of data to drive instructional decisions at the district, classroom, school, and student level.
- Establish a Co-Teaching/inclusion model that will provide full and meaningful access to high-quality core-instruction within the general education classroom to support students with special need, English-language learners, and advanced student performers.
- Build capacity of teachers, leaders, and school staff to utilize the PLC framework to determine what student need to know, how they will know if they learned it, how to respond if they did not learn, and how they will respond if students already know it.
- Develop – Utilize programs to help to recognize and respond to social and emotional needs of children, in order to teach the whole child and reduce the amount of severity of behavior problems in building, and to increase building-wide awareness and expertise in dealing with the social and emotional needs throughout the school year.
- Utilize classroom-based and district progress monitoring through formative, interim, and summative assessments to inform and adjust instruction in real-time.
- A Multi-Tiered System of Support (MTSS) for academics and behavior that will organize and frame schoolwide activities and evidence based practices and integrates for powerful teaching.
- Consider a well-rounded education ESSA Section: 8102 (52). What about literacy, science, government, engineering, the arts, foreign (or native/heritage) language and mathematics?

Outline the strategies that you will use to improve academics for all students, including strategies that are effective for specific groups of students? Did you outline how you will increase the amount and quality of learning using specific programs, activities, and courses? Be specific. Include the ways in which the school plans to include how it will reach each level of reform. Outline staffing plans and who will be hired, professional development strategies, and intended outcomes. You should use methods and strategies that will strengthen student outcomes for all students.

The plan must show how you will increase the amount and quality of learning. This includes detailing specific programs and activities.

- [ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016.](#)

Guiding Questions:

Describe how your building school wide strategies will:

- Increase the percentage of students meeting and exceeding standards.
- Develop measurable SMART-goals/benchmarks established to address student need.
- Consider a well-rounded education ESSA Section: 8102 (52). What about literacy, science, government, engineering, the arts, and mathematics?
- Improve transitions between grades and/or schools?
- Enrich and accelerate curriculum?
- Provide opportunities for students both ahead of and behind grade level?
- Include specific ways in which the school will reach each level of reform? Did you address staffing plans and hires, professional development strategies, and schoolwide goals?
- Outline the strategies that you will use to improve academics for all students? Did you outline how you will increase the amount and quality of learning using specific programs, activities, and courses?
- If your school is identified for school improvement as a comprehensive or targeted school in 2018-19, align to the OSPI Menus of Best Practices in Reading, Mathematics, and/or Behavior?

Component Three – Activities to Ensure Mastery

The schoolwide plan upgrades the entire school's program. At the same time, it should address how students who have not met standard in certain skills will receive effective and timely assistance. Each student is different, and some students may need more help to get back on track.

Schools must provide activities to ensure mastery, to meet the academic and non-academic needs of all students. The schoolwide plan upgrades the entire school's program. At the same time, it must address how students who have not met standard in certain skills will receive effective and timely assistance to ensure mastery. Each student is different, and some students may need more help to get back on track. The Schoolwide MTSS-Tiered support system are based upon academic and non-academic activities of mastery for students who may fall behind on key skills or are in danger of dropping out. This system provides schools significant flexibility in improving student achievement with activities, based upon multi-tiered system, which incorporates a wide range of activities and strategies to accelerated and enrich support a well-rounded include program including:

[ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016](#)

Guiding Questions:

Describe how your plan identifies the following activities for mastery:

- How does the plan support activities for our most at-risk students in the school?
- Identifying your building provide a Multi-Tiered System of Support (MTSS) for academics and behavior that will organize and frame schoolwide activities and evidence based on practices and integrates for powerful teaching.
- Describe how your programs will recognize and respond to social and emotional needs of children, in order to teach the whole child and reduce the amount of severity of behavior problems in building.
- What activities increase building-wide awareness and expertise in dealing with the social and emotional needs?
- What activities or best practices have you identified in your plan that will support and assist our at-risk students remain to get back on track?
- What opportunities will our school provide to help students in danger of dropping out or falling behind on mastery of a key skill?
- Does the plan ensure the school meets students' academic and non-academic needs?
- What activities are provided to accelerate for special populations needs such as EL and SWD students?
- Does the plan incorporate a wide range of activities, such as:
  - Counseling and mental health support
  - College and career readiness
  - Tiered behavioral support
  - AP & International Baccalaureate courses
  - Preschool transition support
  - Professional development for staff
  - Intensive accelerated academic rigor for students
  - Activities to support school to home
  - Technology support activities

- o Paraeducator intervention support
- o Flexible grouping for student needs
- o Transition activities
- o Intensive academic support to students targeted to meet individual student needs
- o Coordinated and integrated support across programs that maximize students' access to core instruction
- o Academic language development across content areas
- o Systemic support for bilingualism and bi-literacy
- o Effective outreach to linguistically and culturally diverse families

Component Four – Coordination and Integration

A school operating a Title I, Part A schoolwide program has the flexibility to consolidating funds from Title I, Part A with other federal funds a well as with state, local, and other federal programs that they will combine under the plan. If school is identified for comprehensive or targeted support, the intent must align to the school improvement efforts.

Consolidating funds in a schoolwide program means that a school treats the funds it is consolidating as if they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identities and the school has one flexible pool of funds. The school may use this pool of funds to support any activity of the schoolwide program. By consolidating funds in a schoolwide program, a school may more effectively design and implement a comprehensive plan to upgrade the entire educational program in the school.

Braiding or Consolidating the Use of Funds

Braiding or consolidating funds is a way for LEAs and schools to use multiple federal and state grants to support various parts of an initiative while maintaining the award-specific identity of the funds and meeting the purpose of each specific grant program.

Federal law authorizes LEAs to coordinate spending from different grant programs, provided the activities are permitted under the grant program and the LEA or school maintains documentation on how federal funds are spent. State identified programs may be used in partnership with certain federal programs and some are specific to a certain population of students.

Some state program funds that are intended to support "like" federal programs, may be braided (e.g., the state Learning Assistance Program (LAP) may be used for the same intent and purposes of Title I, Part A and the state Transitional Bilingual Instruction Program (TBIP) is aligned with the same intent and purpose as Title III, Part A.)

Using multiple funding sources in braided manner to support specific educational initiatives can help to ensure consistency and eliminate duplication of services.

Please refer to the OSPI Bulletin on combining funds in a schoolwide (coming soon).

- ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016.
- Title I Fiscal Issues, pp. 49-63 (Feb. 2008)
- 2004 Notice on Schoolwide Consolidation of Funds.
- Title l, Part A Template – Combining Funds
- Fall 2018: Unlocking Federal and State Program Funds to Support Student Success

Guiding Questions:

- How will the school leverage allowable combined funds to improve the schoolwide plan?
- How will it make the most of available staff at the school and district to maximize the positive impact of the plan?
- How does the plan combine funds to connect the reform strategies developed?

- Does the plan outline how the school will combine funds, and how the school will meet the intents and purposes of each program?
- Does the plan outline how funds from Title I, Part A and other federal education programs will be used to help the school meet the statutory requirements of the programs?
- Does the plan include the total amount of funds for each program?
- How are schoolwide funds being leveraged to support school improvement efforts?
- Describe how using multiple funding sources in a braided manner to support specific educational initiatives can help to increase the percentage of students in meeting or exceeding standards on the state assessment.

<table>
<tr><td colspan="2" align="center">Title I, Part A Schoolwide Deer Park Elementary</td></tr>
<tr><td colspan="2" align="center">Building Data</td></tr>
<tr><td>Building: Deer Park Elementary</td><td>F/R Percentage: 51%</td></tr>
<tr><td>Principal: Renee Bailey</td><td>Grade Span: K–2</td></tr>
<tr><td>District: Deer Park School District</td><td>Building Enrollment: 413</td></tr>
<tr><td>Plan Date: 9/23/2021</td><td>Board Approval Date:</td></tr>
</table>

School Leadership Team Members
Parent–Community Partners

Name	Role	Email
Renee Bailey	Interim Principal	renee.bailey@dpsd.org
Alexa Allman	Assistant Superintendent	alexa.allman@dpsd.org

Vision Statement

Deer Park Elementary is a K-2 building committed to the success of all students with a focus on academic and behavioral growth. Our goal is to give students the support and encouragement to develop responsibility for their learning and behavior everyday.

As a building we expect our students to follow the expectations of being *Respectful, Responsible, Safe, and Kind.*

ESSA Supports: WA Framework Identification

☐ **Foundational:**

Click or tap here to enter text.

☐ **Tier I: Targeted Supports: Targeted with 1–2 Student Groups:**

Click or tap here to enter text.

☐ **Tier II: Targeted 3+Targeted EL Progress:**

Click or tap here to enter text.

☐ **Tier III Support: Comprehensive and Comprehensive Low Graduation Rate (below 67%):**

Click or tap here to enter text.

Title I, Part A : Schoolwide Program Model
Four Required Components:
☐ 1. Comprehensive Needs Assessment
☐ 2. Schoolwide Reform Strategies
☐ 3. Activities for Mastery
☐ 4. Coordination and Integration

Checklist for combined Title I, Part A Schoolwide Program Model

Is this plan:

☐ Based on a Needs Assessment
☐ Data driven
☐ Able to show continuous improvement by allowing the school or district to monitor, adjust, and update it
☐ Allowing active participation of and input from stakeholders

When you are utilizing this document as your School Improvement Plan (SIP) as well as your schoolwide plan, please ensure *all* of the following elements are included:

School Improvement Plan; WAC-180-16-220, Plan Requirements:

☐ Annual Board approval
☐ Proof the plan is data driven, promotes a positive impact on student learning and offers a continuous improvement process to monitor, adjust, and update the SIP
☐ The ways in which the model is based on a self-review of the school's program
☐ The characteristics of successful schools
☐ Equity factors for all students
☐ The use of technology to facilitate instruction
☐ Parent, family, and community involvement, they relate to a positive impact on student learning

ESSA: Sec.1111(d)(1)(B), Plan Requirements:

☐ Indicators of student performance against State-determined long-term goals
☐ Exposition of evidence-based interventions
☐ Proof of a school-level needs assessment
☐ Identification of resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through the implementation of such comprehensive support and improvement
☐ Approval by the school, local educational agency and State educational agency

Updated 6-1-22

COMPONENT #1: NEEDS ASSESSMENT	
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	

Plan	**After reviewing data from I-Ready, AIMS, SWIS and our attendance data, our target needs to be at least one years gain for every student in the areas of Literacy and Mathematics. The emphasis is within the intervention programs, Title and LAP programs to support more than a year's worth of growth for those students currently below grade level.**
	
	As indicated by student data and systematic program review, the curriculum currently available should be taught daily with fidelity, and during school wide core instructional periods. Teachers and support staff need continued professional development. Student Progress will be measured following the building assessment plan.
	
	Grade Level Testing:
	Fall 2021: WA Kids testing in Reading and Math in Kindergarten.
	          I-Ready in Grades K ,1 and 2
	          AIMS testing for students identified for Title/LAP
	
	February: I-Ready in Grades K,1 and 2
	          AIMS Assessment for identified students
	
	May: I-Ready in Grades K, 1 and 2
	
	AIMS Assessment for identified students
	AIMS Progress Monitoring will occur bi-weekly for identified students in grades K-2
	Wonders Reading and Ready Math Unit Assessments will occur as Units are completed within the classroom.
	
	As we monitor student growth, students not making one year's worth of progress, they will be introduced to different curriculum based on individual needs. At which time, we will use another measure based on the choice of curriculum. (See MTSS document)
	
	We as a building used our needs assessments to identify students' academic and non-academic barriers to learning, collaborate with their community to secure additional resources for students and their families, use data to monitor progress, and strive for greater alignment across student support services and programs like LAP and Title I Programs. We also need to make sure we provide professional development for our teachers which will improve implementation of strategies benefiting our students.

Do	**Goal: ELA-all students will make at least one year's academic gain during the school year. Those students reading below grade level will have intervention in place to make more than one year's gain. Those**

	reading above grade level will continue to remain at proficient levels on grade level standards as indicated on the I-Ready and Curriculum based Assessments. **Goal: Mathematics-all students will make at least one year's academic gain during the school year. Those students performing below grade level will have classroom intervention in place to make more than one year's gain. Those performing above grade level will continue to remain at proficient levels on grade level standards as indicated on the I-Ready and Fastbridge Assessments** Teachers will receive consistent training with the Wonders and Ready Math Curriculum. Teachers will meet in weekly grade level PLC Communities to develop strategies to work with Cohort of students in their classrooms to meet growth goals. All Title and LAP intervention will be provided to maximize instruction time and support, following and Integrated Student Supports System. Community Partnerships: Spokane Mental Health YFA Counselor housed in our building to work with families identified as needing those services because this need serves as a barrier to student learning. Spokane Harvest Bite to Go Program; identified families receive food for the family for the weekend to support a healthy meal choice. We will also look to provide PD to help teachers with assessment, using data, engagement, technology, diagnostics, and academic as well as SEL support.
Study	One of our strengths is the district adopted (Wonders) core curriculum we have chosen as a district. This curriculum has a K-5 focus which will be helpful for transitioning. The fact that the 3-5 building is at an alternate site with their own decision making process makes continuity difficult. Each grade level has 8 classroom teachers. The building has 5 certified Intervention teachers and 3 Classified staff within the Title Program. The school wide intervention schedule has placed a priority on core instruction time. All students have access to core, regardless of academic need. All interventions take place at a consistent time and this allows for team planning. Priority will be placed on the use of curriculum and assessment with fidelity and professional development in an on-going prioritized fashion.

Adjust	Adjustments will be made as needed throughout the year based on data review and systems observations, especially to further alignment of K-5 MTSS structures. This includes working with the district ELA adoption committee and district leadership in evaluated our ELA core curriculum *and* intervention curriculum. Data review led by our MTSS coordinator and interventionists teams will also guide decision making while working toward our goal of making a year's growth in both ELA and math.
COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES	
PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES	
Plan	Through use of the current core curriculum with fidelity, we believe we will be reaching the entire student population. We will utilize the expertise of our ELA and Mathematics Learning Support Personnel to work with teachers in the classroom on best practice strategies with the core curriculum we have implemented. Each grade level PLC will create a SMART Goal for their grade level that aligns with the building goals for student growth. Secondly, each classroom teacher will create student growth goals for both intervention groups of students and individual students. Use of the MTSS Teaming Process will help classroom teachers implement interventions and assessment that will help show student growth toward proficiency of standard. Implementation of a Summer School Enrichment Standards Aligned program that focuses on helping students use reading, speaking, writing and listening to help students be able to communicate effectively. We will also utilize the Jump Start Program for incoming Kindergartners. Parent Involvement: Teachers will meet with parents at least 2 times per year to go over growth goals and assessment data specific to their individual student. We as a building will also offer parent engagement events (example: kindergarten round-up, parent advisory meetings, parent and family engagement activities/nights/events) while staying in accordance with regional health guidance during the pandemic. We will engage families in review of our school-wide plan. (Also see DPE Parent and Family Engagement Plan) Use of PBIS (Positive Behavior Intervention Supports) data will help students stay focused and in classrooms so little instructional time is lost.

	Our PBIS Team will meet monthly throughout the year to emphasize behavior strategies that will improve academic learning. Assemblies, or alternative settings during Social Distancing, will occur on a monthly basis to recognize students who have excelled in the areas of ***Respect, Responsibility, Safety, and Kindness***. Students receiving recognition will have parents included in this assembly, their picture will be taken and they will receive a free book. In addition, once students accumulate ten Ranger tickets they are able to turn them into the office for a donut, ice cream, prize box, or pizza. Use of core curriculum with fidelity, assessment timeline and protocol, and student growth goals that use the MTSS model, as well as, those interventions that meet the needs of Tier 2 and Tier 3 students aligns with the OSPI Menu of Best Practices and Strategies. Professional development for teachers to support students on items related to the Title 1 plan, including using data, engagement, using diagnostics, and academic and SEL support.
Do	**Goal: Continue PBIS (Positive Behavior Intervention Supports) focus on keeping students in classrooms and in school so learning can occur. Improve student attendance by 25% as compared to last year. Decrease number of referrals for major and minor behaviors by 25% as compared to last year.**
Study	Our priorities include making every attempt to keep students in class receiving core instruction and interventions with fidelity to make a year or more worth growth for each student. We intend to do this through a Positive Behavior Intervention Supports system that focuses on behavioral expectations and attendance.
Adjust	Through the use of our Student Success Team (SST), and Evaluation Team Meeting (ETM), student needs will be discussed and appropriate interventions will be applied. Secondly, attendance will be tracked on a weekly basis. If needed Parent Contracts will be signed and the Community Truancy Board/Youth Court may be utilized.
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY	
Plan	As reviewed by our Needs Assessment, it was clear that many of our students were missing more than 18 days in a school year, which is 10%. Students who are missing more than 5 days in a month or 10 days total, will be identified and the principal will make contact with that family either by phone or in person. Once we have met, the parents or caregivers and principal will develop a plan of support for that student.

	It was also identified that our students need to be in class receiving core instruction and to do this we needed to minimize time out of class going over referrals and clear up absenteeism.
Do	We have created a tiered system for behavior so that students can be identified on this tier system in terms of need for intervention. At our monthly PBIS meeting student attendance/behavior data will be reviewed to identify strategies that can be implemented school-wide to improve student attendance and academic and social growth. Data will be tracked through the SWIS tracking program.

Study	We are confident that by using this data and the implementation of interventions for behavior, we will see progress toward keeping students in class thus decreasing the gap. We have also created a Tracker System for those students who need additional support in terms of behavior. This system tracks the student's day looking for those areas of success and need for support. For students in need of specific help, a check-in/check-out charting system will be developed by the school counselor. Data will be shared monthly with staff and the PBIS Team to begin to analyze areas of concern and growth.
	
	All classrooms in the school will be exposed to three programs that support emotional well-being.
	  1. Second Step -- students will learn about coping skills
	  2. Bullying Program - students will learn how to recognize bullying and how to stop it from occurring.
	  3. Zones of Regulation - students will learn vocabulary in order to identify their feelings and they will learn about strategies that will regulate their emotions and keep them in the "green" zone.
	  a. The Zones of Regulation allows our school to have a common language in grades K-2 that support social and emotional well-being.

Adjust	Our PBIS team will meet monthly to review the data in SWIS, teacher input, and our behavior tracker to make adjustments to our supports. This information will also help us determine areas of focus as we teach and re-teach and reinforce the school-wide expectations.
COMPONENT #4: COORDINATION AND INTEGRATION	
PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES	
Plan	Students will receive support based on assessment data collected through Data Team meetings. Those students identified will be placed in support programs based on the MTSS model of intervention. All students will be initially assessed using the iReady screener in both reading and math. Once identified as needing academic interventions/support students will be progress monitored, using AIMS. Curriculum and assessment will be consistent and taught with fidelity as a supplement to core curriculum.

	Work with assistant superintendent to identify professional development opportunities.
Do	• Improve mathematics programs at the school and district level through mathematics focused instructional leadership skills development. • Provide data coaching by training staff, professional learning communities, grade level teams, and/or individuals on how to use universal screeners, diagnostic assessments, formative assessment processes, and progress monitoring tools. Model, co-assess, and provide feedback as educators assess students and use data for planning instruction. • Establish coaching cycles, based on grade level need, where an instructional coach models differentiation strategies in the classroom, then coaches educators to implement strategies through ongoing non-evaluative feedback as educators master strategies. • Support educators (classroom teachers, para-educators, volunteers, etc.) through a push-in/pull-out model. Coaches will observe, co-plan, co-teach, etc., to develop educator mathematical skills and strategies. • Provide job-embedded support directly to classroom teachers in both mathematics content and pedagogy. • Utilize professional learning communities to collaborate with mathematics instructional leaders to create an action plan for school improvement. • Mentor and collaborate with all teachers regardless of experience level to support shifts in mathematics instruction and mindset. • Utilize professional learning communities with teachers to review student work, anticipate student misconceptions, and deepen teachers' own mathematical content and knowledge

*Improve ELA programs at the school and district level through English/Language Arts focused instruction leadership skills.

• Provide data coaching by training staff, professional learning communities, grade level teams, and/or individuals on how to use universal screeners, diagnostic assessments, formative assessment processes, and progress monitoring tools. Model, co-assess, and provide feedback as educators assess students and use data for planning instruction. • Support educators (classroom teachers, para-educators, volunteers, etc.) through a push-in/pull-out model. Embedded Title teachers will observe, co-plan, co-teach, etc., to develop educator English/Language Arts skills and strategies. • Provide job-embedded support directly to classroom teachers in both English/Language Arts content and pedagogy. • Utilize professional learning communities to collaborate with ELA instructional leaders to create an action plan for school improvement. • Mentor and collaborate with all teachers regardless of experience level to support shifts in English/Language Arts instruction and mindset. • Utilize professional learning communities with teachers to review student work, anticipate student misconceptions, and deepen teachers' own English/Language Arts content and knowledge

• Work with assistant superintendent to identify professional development opportunities. |

Study	The strengths of this model is that it follows an MTSS support system that is consistent and focused on student growth. It is also supported through a sound core curriculum with support from Instructional Specialists who are in classrooms daily. Another strength is the ability to offer staff time to meet to plan and train for consistency. This plan follows the assumptions that staff has made in terms of student and instructional needs.
Adjust	Use PLC time to focus on best practices and strategy implementation (e.g., foundational literacy skills, text complexity, working with tutors, etc.). Develop a learning plan and schedule walk-throughs for PLC members to observe colleagues implementing best practices to support students struggling to meet literacy benchmarks. Use PLC time to share self-reflections, discuss observations, and provide feedback on implementation practices.

REQUIRED: TITLE I, PART A TEMPLATE – COMBINING/BLENDING FUNDS MATRIX

Program	Amount Allowable	How the Intents & Purposes of the Program will be Met
Basic Education	$2,286,578	To provide for basic education program staffing needs in-building
Fed/SpEd	$33,349	Federal special education funding is utilized to support intervention programming aligned to assist students in academic and behavioral areas in a combined MTSS model. This allows for braiding of funding of special education, Title 1, and general education funding.
Title I, Part A	$203,643	To provide staffing for additional instructional assistance to support core instruction for students, especially those at-risk of not meeting state standards and to provide significant opportunity for all students to receive a fair, equitable, and high quality well-rounded education, while closing educational achievement gaps.