

OSPI School Improvement Plan 2024–2025

Building data

Please provide your school district and building name below.

School District: Pullman School District
Building Name: Franklin Elementary
School Code: Click or tap here to enter text.
Date: 09-18-24

Instructions:

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.

Needs Assessment Summary

<p>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.</p> <p>Franklin Elementary will be focused on closing the gap to support our students receiving free/reduced lunch and increase reading proficiency for all students.</p>



SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal?

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: 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 appropriate Components.

Franklin Elementary Stretch Goals													
Stretch Reading Growth Goal (MAP) 90% of Students will meet projected growth by 2026						Stretch Math Growth Goal (MAP) 90% of Students will meet projected growth by 2026							
	2022-2023		2023-2024		2024-2025		2022-2023			2023-2024			2024-2025
All	67%		Goal: 80%--Actual 74%		78%	All	63%			Goal: 78%--Actual 89%			90%
F/R	44%		Goal: 65%--Actual 55%		59%	F/R	68%			Goal: 74%--Actual 87%			90%
Stretch Reading Proficiency Goal (MAP) 90% of Students will meet proficiency by 2026						Stretch Math Proficiency Goal (MAP) 90% of Students will meet projected proficiency by 2026							
	2022-2023		2023-2024		2024-2025		2022-2023			2023-2024			2024-2025
All	72%		Goal: 80%--Actual 73%		80%	All	81%			Goal: 87%--Actual 84%			88%
F/R	46%		Goal: 50%--Actual 56%		60%	F/R	65%			Goal: 65%--Actual 68%			70%
Stretch Reading Proficiency Goal (SBA) 93% of Students will meet proficiency by 2026						Stretch Math Proficiency Goal (SBA) 93% of Students will meet proficiency by 2026							
	2022-2023		2023-2024		2024-2025		2022-2023			2023-2024			2024-2025
All	77%		Goal: 83%--Actual 76%		80%	All	77%			Goal: 83%--Actual 76%			80%
F/R	50%		Goal: 60%--Actual 63%		67%	F/R	32%			Goal: 40%--Actual 51%			55%
Stretch Attendance Goal (5 th Grade) 30% reduction in unexcused/excused/tardy rt. by 2026						CEE: Center for Educational Effectiveness Survey Data 15% reduction in the “I vs. They” gap by 2026 (overall)							
	2022-2023		2023-2024		2024-2025		2018-2019			2023-2024			2024-2025
	Un.	Ex.	Un.	Ex.			Change	Ideas	Acct.	Change	Ideas	Acct.	
All	44.5	557.5	7.0 Down 85%	442.5 Down 21%	10% overall	All Staff	37%	43%	18%	18%	27%	23%	
	Overall reduction of 25%												
Stretch Discipline Goal 10% annual reduction in referrals by receiving SEL instruction						Stretch Family Engagement Goal 24-25 75% of families will participate in at least 3 meetings/events/volunteer opportunities (not including conferences) by 2026							
	2022-2023		2023-2024		2024-2025		2022-2023			2023-2024			2024-2025
All	394		239: Down 39%		10%	Attendance	NONE HAPPENED			Goal: 80%--Got 100%			70%

			decrease				
F/R					Pre-COVID—1 Parent	3-6 Families Each Month	

Goal Area: Reading				
***Data to support goal and measures				
	2021-2022	2022-2023	2023-2024	2024-2025
Target Outcome/ Measure(s): All Students	MAP Growth: 75% in Level 1,2,3 will meet exceed growth (F to S) **71% (Actual Data) 1st-5th MAP Proficiency: All students proficient **71% (Actual Data) SBA Proficiency : 80% of all students receive level 3 or 4 **74% (Actual Data)	MAP Growth: 80% in Level 1,2,3 will meet exceed growth (F to S) **67% (Actual Data) Kinder-5th MAP Proficiency: 85% of all students proficient **72% (Actual Data) SBA Proficiency : 85% of all students receive level 3 or 4 **77% (Actual Data)	MAP Growth: 80% in Level 1,2,3 will meet exceed growth (F to S) **74% (Actual Data) Kinder-5th MAP Proficiency: 80% of all students proficient **73% (Actual Data) SBA Proficiency : 83% of all students will receive a level 3 or 4 **76% (Actual Data)	MAP Growth: 78% in Level 1,2,3 will meet exceed growth (F to S) Kinder-5th MAP Proficiency: 80% of all students proficient SBA Proficiency : 80% of all students will receive a level 3 or 4
Subgroup targets: Free/Reduced	MAP Growth: 80% in Level 1,2,3 will meet exceed growth (F to S) **54% (Actual Data) 1st-5th MAP Proficiency: All students proficient **48% (Actual Data) SBA Proficiency : 75% of all students receive level 3 or 4 **COVID	MAP Growth: 82% in Level 1,2,3 will meet exceed growth (F to S) **44% (Actual Data) Kinder-5th MAP Proficiency: 75% of all students proficient **46% (Actual Data) SBA Proficiency : 85% of all students receive level 3 or 4 **50% (Actual Data)	MAP Growth: 65% in Level 1,2,3 will meet exceed growth (F to S) **55% (Actual Data) Kinder-5th MAP Proficiency: 50% of F/R students proficient **56% (Actual Data) SBA Proficiency : 60% of F/R students will receive a level 3 or 4 **63% (Actual Data)	MAP Growth: 59% in Level 1,2,3 will meet exceed growth (F to S) Kinder-5th MAP Proficiency: 60% of F/R students proficient SBA Proficiency : 67% of F/R students will receive a level 3 or 4

SY 2024–2025 SMARTIE Goal #1: Reading

SMARTIE Goal #1: Franklin Elementary will improve student performance in language arts as measured by local, district, state/provincial, and National indicators.

PSD Strategic Plan Goal Areas: 1. High Levels of Collaboration & Communication; 2. Curriculum, Instruction, and Assessment Aligned with Standards; 3. Frequent Monitoring of Teaching and Learning; 4. Focused Professional Development

Activities	Measures	Time	Lead	Resources
Curriculum: 1. Clarify & Pace Essential Standards (skills, concepts & dispositions) in each area of Language Arts utilizing Standards Documents, Curriculum Guides, assessment blueprints, pacing guides and textbooks.	<ul style="list-style-type: none"> Increased results for all students on local, district, state/provincial, and national indicators Lists of Essential Standards 	On Going Yearlong	Professional Learning Communities (Grade Level Teams) Teachers	<ul style="list-style-type: none"> Grade-Level PLT goals and Pacing Guides PLC training through Solution Tree Aligned Essential standards Common Formative Assessments Collaborative Teams ELA Menu of Best Practices Priority Instructional Content in ELA/Literacy Current staffing/time Common Core Reading Standards PTA Interim Assessments - Interim Block Assessments Vocabulary Lists Digital Library School-Wide calibration of scoring Core+ Intervention Schedule
2. Teachers will utilize grade level established essential standards and DOK levels	<ul style="list-style-type: none"> Learning Targets Creation of Common Formative Assessments Lists of Each Team's Essential Standards & Pacing Guides 	On Going Yearlong	Professional Learning Communities (Grade Level Teams) Teachers	
Assessments: 3. Develop and implement local, common, formative grade level assessments to:1) frequently monitor each student's learning of essential outcomes 2.) provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets.	<ul style="list-style-type: none"> Peer Observation Schedule Common Grade Level Schedules Intervention/Enrichment Schedule Volunteer Log Newsletters 	ON-Going Yearlong	Professional Learning Communities (Grade Level Teams) Teachers	
Instruction: 4. Create/implement a master instructional schedule at each grade level to provide protected blocks of instructional time for all areas of the content, and include WIN Time for Reading and Math	<ul style="list-style-type: none"> 3 End of Term Reports Grade Level Lists ELA grade-level smart goals 	Re-Visit 2 times per year	Principal, Building Guiding Coalition, SDI, Core+	

5. Initiate individual and small group programs to provide additional intervention and enrichment learning time for students.	created within Collaborative teams?	On-Going Yearlong	Professional Learning Communities (Grade Level Teams) Teachers	<ul style="list-style-type: none"> • WIN Time Intervention & Extension • ELA Block Scheduling • Curriculum Nights (take home/in person) • Family Challenge Night/STEAM • Grade-Level list of writing models • District Professional Development • Staff Professional Development at School • Peer Observations • Utilize teacher evaluation growth model to support reading instruction, including enhancement of principal evaluation support through collaboration • Pen friends • Alignment of instruction both horizontal and vertical • Transition meetings between preschool and Middle school • Calibrated practices in the classroom
6. Provide parents with resources and strategies to help their children succeed academically. Information will be provided through newsletters, and parent/teacher conferences, curriculum nights, and parent/child reading nights.		On-Going Yearlong	Professional Learning Communities (Grade Level Teams) Teachers	
7. Utilize a variety of instructional strategies to help students learn all Essential Skills at or above grade level proficiency targets, using the Best Practices Menus		On-Going Yearlong	Professional Learning Communities (Grade Level Teams) Teachers	
Staff Development: 8. Collaboratively study standards & curriculum guides to generate grade level lists of essential skills.		On-Going Yearlong	Professional Learning Communities (Grade Level Teams) Teachers	
9. Create a variety of common, formative assessment instruments designed to monitor student learning of essential skills in reading and writing.		On-Going Yearlong	Professional Learning Communities (Grade Level Teams) Teachers	
10. Provide ongoing, job-embedded staff development.		On-Going Yearlong	Principal, Building Guiding Coalition, TOSAs	

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. PD Budget for Building
2. Stipends for BGC

Goal Area: Math

***Data to support goal and measures

	2021-2022	2022-2023	2024-2025
Target Outcome/ Measure(s): All Students	MAP Growth: 85% in Level 1,2,3 will meet exceed growth (F to S) 69% (Actual Data) 1st-5th MAP Proficiency: All students proficient **80% (Actual Data) SBA Proficiency : 75% of all students receive level 3 or 4 73% (Actual Data)	MAP Growth: 85% in Level 1,2,3 will meet exceed growth (F to S) **63% (Actual Data) Kinder-5th MAP Proficiency: 90% of all students proficient **81% (Actual Data) SBA Proficiency : 85% of all students receive level 3 or 4 **77% (Actual Data)	MAP Growth: 90% in Level 1,2,3 will meet exceed growth (F to S) **89% (Actual Data) 23-24 Kinder- 5th MAP Proficiency: 87% of all students proficient **84% (Actual Data) 23-24 SBA Proficiency : 80% of all students will receive a level 3 or 4 **76% (Actual Data) 23-24
Subgroup targets: Free/Reduced	MAP Growth: 78% in Level 1,2,3 will meet exceed growth (F to S) 72% (Actual Data) 1st-5th MAP Proficiency: All students proficient 41% (Actual Data) SBA Proficiency : 60% of all students receive level 3 or 4 **COVID	MAP Growth: 80% in Level 1,2,3 will meet exceed growth (F to S) **68% (Actual Data) Kinder-5th MAP Proficiency: 81% of all students proficient 65% (Actual Data) SBA Proficiency : 80% of all students receive level 3 or 4 32% (Actual Data)	MAP Growth: 90% in Level 1,2,3 will meet exceed growth (F to S) **87% (Actual Data) 23-24 Kinder-5th MAP Proficiency: 70% of F/R students proficient **68% (Actual Data) 23-24 SBA Proficiency : 55% of F/R students will receive a level 3 or 4 **51% (Actual Data) 23-24

SY 2024–2025 SMARTIE Goal #2: Math

SMARTIE Goal #1: Franklin Elementary will improve student performance in mathematics as measured by local, district, state/provincial, and National indicators.

PSD Strategic Plan Goal Areas: 1. High Levels of Collaboration & Communication; 2. Curriculum, Instruction, and Assessment Aligned with Standards; 3. Frequent Monitoring of Teaching and Learning; 4. Focused Professional Development

Activities	Measures	Time	Lead	Resources
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Curriculum: 1. Clarify & pace Essential Standards (skills, concepts & mathematical practices) in each area of Mathematics utilizing Standards Documents, Curriculum Guides, assessment blueprints, pacing guides and curriculum materials.	<ul style="list-style-type: none"> Increased results for all students on local, district, state/provincial, and national indicators Lists of Essential Standards, Learning Targets Creation of Common Formative Assessments Lists of Each Team's Essential Standards & Pacing Guides Peer Observation Schedule Common Grade Level Schedules Intervention/Enrichment Schedule Volunteer Log Newsletters 3-End of Term Reports Grade-Level Lists Math grade level smart goals within collaborative teams 	On-Going Yearlong	Professional Learning Communities (Grade Level Teams) Teachers	<ul style="list-style-type: none"> Grade-Level PLC goals and Pacing Guides PLC training with Solution Tree PLC training through Solution Tree Aligned Essential standards Common Formative Assessments Collaborative Teams Bridges Scope and Sequence Bridges screeners/pre-assessments Priority Instructional Content in Mathematics -Mathematics Menu of Best Practices Current staffing/time Common Core Mathematics Standards PTO Interim Assessments Interim Block Assessments Vocabulary Lists Digital Library Core+ Intervention Schedule Math Block Scheduling Curriculum Nights Family Challenge and STEAM nights District Professional Development Staff Professional Development at School
2. Teachers will use the Bridges mathematic curriculum scope and sequence		On-Going Yearlong	Professional Learning Communities (Grade Level Teams) Teachers	
3. Teachers will utilize the REAL process from Solution Tree to prioritize essential standards.		One time per year	Professional Learning Communities (Grade Level Teams) Teachers	
4. Teachers will conduct various Number Talks and Counting Collections to deepen student understanding of Place Value using manipulatives, interactive resources, and materials.		On-Going Yearlong	Professional Learning Communities (Grade Level Teams) Teachers	
Assessments: 5. Develop and implement local, common, formative grade level assessments to:1) frequently monitor each student's learning of essential outcomes 2.) provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets.		On-Going Yearlong	Professional Learning Communities (Grade Level Teams) Teachers	
Instruction: 6. Create/implement a master instructional schedule at each grade level to provide protected		At least once per year	Principal, Building Guiding Coalition, SDI, Core+	

blocks of instructional time for all areas of the content.				<ul style="list-style-type: none">• Peer Observations• Utilize teacher evaluation growth model to support reading instruction, including enhancement of principal evaluation support through collaboration• Homework Club• Alignment of instruction both horizontal and vertical• Transition meetings between preschool and Middle school Calibrated practices in the classroom
7. Initiate individual and small group programs to provide additional intervention and enrichment learning time for students.		On-Going Year long	Professional Learning Communities (Grade Level Teams) Teachers	
8. Provide parents with resources and strategies to help their children succeed academically. Information will be provided through newsletters, and parent/teacher conferences, curriculum nights, and possible math night.		On-Going Yearlong	Professional Learning Communities (Grade Level Teams) Teachers	
9. Utilize a variety of instructional strategies to help students learn all Essential Skills at or above grade level proficiency targets, using the Best Practices Menu		On-Going Yearlong	Professional Learning Communities (Grade Level Teams) Teachers	
Staff Development: 10. Collaboratively study standards & curriculum guides to generate grade level lists of essential skills.		At least one time per year	Professional Learning Communities (Grade Level Teams) Teachers	
11. Create a variety of common, formative assessment instruments designed to monitor student learning of essential skills in mathematics.		On-Going yearlong	Professional Learning Communities (Grade Level Teams) Teachers	
12. Provide ongoing, job-embedded staff development.		On-Going	Principal, Building Guiding Coalition, TOSAs	
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. PD Building Budget				

SY 2024–2025 SMARTIE Goal #3: Discipline

Students at Franklin Elementary will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe school climate as assessed by a variety of measurement tools such as positive referrals, discipline records.

Goal: 100% of students will receive Social/Emotional Instruction which will result in 10% annual reduction of discipline referrals.

PSD Strategic Plan Goal Areas: 1. High Levels of Collaboration & Communication; 2. Curriculum, Instruction, and Assessment Aligned with Standards; 3. Frequent Monitoring of Teaching and Learning; 4. Focused Professional Development

Activities	Measures	Time	Lead	Resources
1. Continue PBIS implementation, including utilizing REVIEW360 data to guide and inform PBIS lessons, expectations and supervision structure.	<ul style="list-style-type: none"> Review360 Data Fox Ticket card count Character Trait awards received Bus buck count Referral data Attendance data Fox Den Attendance Fox Minds Matter Attendance Second Step Lesson Times Daily Schedule of Classes 	On-Going Yearlong	Teachers, PBIS Team, Counselor, principals	<ul style="list-style-type: none"> Current staffing/time Collaboration time Review360 data tracking, including training for key staff Daily SEL Instruction built into Master Schedule Second Step materials Zones of Regulation Think Time PBIS resources PBIS presentations PBIS expectations and lesson plans SEL guide Break Spaces Sensory room Consistent PLC practices in place
2. Enhance reinforcement strategies, including use of 'Fox Tickets'		On-Going Yearlong	Teachers, classified, PBIS Team, counselor	
3. Monthly Character Trait Assemblies to recognize students adhering to schoolwide		Monthly	Principal, All Staff, Teacher teams	
4. Continue utilization of Second Step in grades K-5, with all K-5 teachers presenting the full curriculum to students, modeling the processes consistently.		On-Going Yearlong	Teachers, PBIS Team counselor	
5. Utilize DARE and Officer Patrick at 5 th grade		One-time per week	Officer Patrick, 5 th grade teachers	
6. Kindness Week/ Unity Day		Once per year	PTA, counselor, sprit student council	

7. Recess friend program and the Friendship Bench		On-Going Yearlong	Counselor, PBIS team	<ul style="list-style-type: none"> • Consistent expectations taught, modeled and expected • Schoolwide problem solving strategies (Fox Fixes) • Bullying unit • Hand/brain lesson taught and modeled by school counselor • Fox Den Time • Fox Council • Fox Minds Matter • Counselor's Corner-Parent Square newsletter • Restorative Justice conversation toolkit
8. Utilize of Break Spaces in each classroom and Specialist Areas, Use of Sensory Room		On-Going Yearlong	Teachers	
9. Follow the Behavior Problem Solving Step Protocol		On-Going Yearlong	Teachers, classified staff, counselor, PBIS team	
10. Provide ongoing staff development (Zones, RJ practices) proficiency targets, using the Best Practices Menu		On-Going Yearlong	TOSAs, PBIS team, LID days	
11. Review student and teacher behavior data for trends and next steps		Once per month	Teachers, principals, counselor	
12. Fox Den		On-Going Yearlong		
13. Franklin Minds Matter		On-Going Yearlong		
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. Budget for sensory materials				
2. Counselor Budget				
SY 2023–2024 SMARTIE Goal #4: CEE According to the CEE Survey, in order to support all students at Franklin Elementary, closing the “I vs. They” Gap among staff will be essential. Goal: 7% reduction of the “I vs. They” Gap among staff according to the CEE survey				
PSD Strategic Plan Goal Areas: 1. High Levels of Collaboration & Communication; 2. Curriculum, Instruction, and Assessment Aligned with Standards; 3. Frequent Monitoring of Teaching and Learning; 4. Focused Professional Development				
Activities	Measures	Time	Lead	Resources

1. Re-visit/modify as needed Franklin Mission and Vision	<ul style="list-style-type: none">• FES Mission• FES Vision• FES Collective Commitments• FES Code of Collaboration• Going to the Source Conversation Count• BGC Purpose• BGC Meetings	Yearly and as needed	BGC and all staff	<ul style="list-style-type: none">• CEE data• CEE survey• Problem-Solving templates• Goal statements• Professional development led by culture consultant• Going to the source conversation guide• Resources for PD (anchors, discussions, etc.)
2. Re-visit Collective Commitments and emphasize Focus		Yearly and as needed	BGC and all staff	
3. Building Guiding Coalition Purpose statement		Yearly	BGC	
4. Building Guiding Coalition bi-weekly meetings		Bi-Weekly	BGC	
5.				
6. Code of Collaboration Expectations		Yearly and as needed	All staff	
7. Building Guiding Coalition liaisons		On-Going Yearlong	BGC	
8. Going to the Source Conversations		On-Going Yearlong	All Staff	
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
3. Budget for sensory materials				
4. Counselor Budget				
SY 2023–2024 SMARTIE Goal #5: Attendance				
Students at Franklin Elementary will consistently demonstrate behaviors that Learning is Required by ALL Foxes which will positively increase 5th grade attendance and tardy records.				
Goal: Decrease excused and unexcused attendance and the tardy rate of 5th grade by 10% (chronic absenteeism)				
PSD Strategic Plan Goal Areas: 1. High Levels of Collaboration & Communication; 2. Curriculum, Instruction, and Assessment Aligned with Standards; 3. Frequent Monitoring of Teaching and Learning; 4. Focused Professional Development				
Activities	Measures	Time	Lead	Resources

1. Information Letter to all students and parents that includes benefits of regular of attendance (Parent/Student Handbook)	<ul style="list-style-type: none">• Skyward Attendance Data• Number of Family Meetings• Number of awards given	Begin of Year	Principal	<ul style="list-style-type: none">• Skyward Attendance Reports• RTI• State Attendance Truancy Requirements• Attendance Awareness Materials• Information Letter for Parents• Attendance awards
2. Attendance Protocol Phone, Monitor Attendance Data Daily		On-Going Yearlong	Secretary	
3. Email or Phone Call from Teacher about missed days		On-Going Yearlong	Teachers, principals, secretary, counselor	
4.RTI for Students with high attendance issues (Community Engagement Board): Enter in agreement		One-time per week	SIT Team, Community Engagement Board	
5.Phone call from Secretary about missed absence		Once per year	Secretary	
6. Attendance Protocol: Letter to Families		As needed	Teachers	
7. Take Data Informed Steps to eliminate or reduce student’s absences		On-Going Yearlong	Teachers	
8. Attendance: Meeting with Parents-Create Family Plan		On-Going Yearlong	Teachers, counselor	
9. File truancy petition		On-Going Yearlong	AP	
10. Monthly attendance importance reminders		Once per month	Teachers	
11. Attendance awards at Monthly Character Trait Assembly		Once per Month	Principal	
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
5. Budget for sensory materials				

SY 2024–2025 SMARTIE Goal #6: Family Engagement

Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior. Family engagement ensures that parents and school staff work together to support and improve the learning, development, and whole health of the students they serve.

Goal: 75% of families will participate in at least 3 meetings/events/volunteer opportunities in addition to conferences by 2026

PSD Strategic Plan Goal Areas: 1. High Levels of Collaboration & Communication; 2. Curriculum, Instruction, and Assessment Aligned with Standards; 3. Frequent Monitoring of Teaching and Learning; 4. Focused Professional Development

Activities	Measures	Time	Lead	Resources
1. Monthly, Character Trait Assembly	<ul style="list-style-type: none"> Parent Sign-Ins Counting of attendees Reviewed twice per year. Feedback Survey linked to the newsletter. List of # of volunteers, improve each time. Parent Advisory Committee Student progress monitoring scores Student assessment scores Monthly Meetings 	Monthly	Principal	<ul style="list-style-type: none"> PTA Teacher volunteers Community Partnerships Website and Newsletters Parent Volunteers Zoom SEL CCE
2. Core + Curriculum Night Presentations		Once Yearly	Teachers	
3. Grade-Level/Program Curriculum Nights		Once Yearly	Teachers	
4. Family Nights focused on standards		3 times/year	Teachers, PTA, counselors, principals, CCE	
5. Newsletter to parents from admin		Weekly	Principals	
6. Welcome Night Fall and Spring		Fall/Spring	Teachers, Principals	
7. Classroom Volunteers		On-Going Yearlong	Teachers	
8. Center for Civic Engagement		On-Going Yearlong	Teachers, principals	

9. Parent/Teacher Conferences		Twice yearly	Principals	
10. Specialist Newsletters focusing on standards		Once per month	Teachers	
11. PTA Meeting Attendance		Once every 2 months	PTA principals	
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
Click or tap here to enter text.				

Funding		
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.	Click or tap here to enter text.
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> Click or tap here to enter text.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and</i>

Funding		
Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>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.
Title IV, Part A	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.
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> Click or tap here to enter text.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources	Click or tap here to enter text.	Click or tap here to enter text.