

Consolidated School Improvement Plan

Title I Part A, Schoolwide, Title I and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, OSSI School Improvement, and WAC 180-16-220. All schools in WA State are required to have a school improvement plan.

Garfield Elementary School has a Schoolwide Title 1 Program. Items specific to Targeted Assistance Programs for Title 1 have been deleted from this template.

Section 1: Building Data	
1a. Building: Garfield Elementary	1g. Grade Span: Preschool - Fifth School Type: Click or tap here to enter text.
1b. Principal: Brendon Chertok	1h. Building Enrollment: 343 .
1c. District: Olympia	1i. F/R Percentage: 76%
1d. Board Approval Date: February 2023	1j. Special Education Percentage: 33.2%
1e. Plan Date: October 2023	1k. English Learner Percentage: 6.1%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: <i>Support Tier 1</i>	

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

Please list by (Name, Title/Role)

Brendon Chertok, Principal

Trina Baugh, School Improvement Specialist.

Angela Leonard, Reading Specialist

Tara Spencer, PE Specialist

Suzette Kamminga, Counselor

Katherine Hoffmann, 1st Teacher

Molly Sjoboen, 2nd Teacher

Brooke LaFave, 3rd Teacher

Jeremy McIntosh, 5th Teacher

Jason Finney, 5th and Union Lead

Karen Deckard, Parent

Section 3: Vision and Mission Statement

It is the mission of Garfield Elementary to create an environment which promotes critical thinking, respects diversity, strives to integrate understanding, and invites participation by students, staff, families, and community members.

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)

- a. A majority of our students, over 50%, are in need of support in both ELA and Math. This has been a downward trend for our building, requiring a specific emphasis on core instruction. Students who identify as Hispanic, ML and those who receive specialized instruction are groups who are underperforming in particular. Students who identify as Asian/Pacific Islander, are having greater success as measured by state assessments.
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.
 - a. Core instruction needs to be our primary focus, with attention to building scaffolding for students.. With over 50% of our students performing below grade level standards, scaffolding of instruction, accessing intervention resources and classroom instructional structures need to be addressed.
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?

Our students possess unique strengths that they have developed through their life experiences and family/social support networks. They are resilient in overcoming some significant barriers that may include economic and racial circumstances that reflect larger social issues. They are curious and eager to be a service to others and in these moments, their genuine interests and compassion shines. They may need unique scaffolding to address the circumstances around virtual learning during the pandemic. They are advocates for each other during difficult times and are ready to take on new challenges with the proper support. They see themselves as part of a school community.
 - b. What challenges do they face?

Many of our students are impacted by the Economic and racial systems that have traditionally created barriers and challenges for our more vulnerable populations. Some groups were more disproportionately affected by the pandemic's economic impact as well. For our BIPOC students, they do not have enough staff members who reflect their families and themselves.
 - c. What are some important relationships in their life?

Family, and extended family in particular, are significant relationships in their lives. Friendships, both in and outside of school also have an importance. Their relationship with our staff, we hope, are ones that bring a sense of belonging, support and high expectations for them to achieve their full potential.

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?
 - a. *Our mission statement: It is the mission of Garfield Elementary to to create an environment which promotes critical thinking, respects*

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

diversity, strives to integrate understanding, and invites participation by students, staff, families and community members.

- i. To this end we have an Equity Committee, composed of 10-15 members, who have received specific training in the area of DEI. This group has then used this experience coupled with Social Justice Standards to create a school-wide focus on identity. The work on this standard reflects our District's larger focus on Inclusive and Culturally Responsive Education. We are also planning on a grade level exercise in developing an Integrated Unit of study around the theme of Identity. This unit will identify content area essential standards, and methods of instruction that will allow multiple access points to more complex thinking and learning. Additionally, we are forming a lunch bunch group to support students in vulnerable populations.

2. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.)?
 - a. need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)? Structured Literacy Instruction, Culturally Responsive Education, Restorative Justice, Trauma-informed Practice. Some links to resources that can be accessed for PD:
 - i. (https://nepc.colorado.edu/sites/default/files/publications/Revised%20PB%20Gregory_0.pdf) and Honoring Indigenous Roots of Restorative Practices (<https://conflictcenter.org/honoring-indigenous-roots-of-restorative-practices/>) from OSPI's October Care Package
 - ii. https://content.govdelivery.com/attachments/WAOSPI/2023/09/27/file_attachments/2628531/October%20Care%20Package_Restorative%20Practices.pdf
 - b. We are offering structured Literacy professional development and will cover the cost of substitutes to release teachers for this work. We are also offering PD around Daily 5 which is a structure used to facilitate ELA instruction. Structured Literacy PD will support teachers in their understanding of teaching foundational literacy skills. This will span from the earliest of learning targets of letter recognition and sounds to more advanced skills of vocabulary development, fluency and comprehension. This, in conjunction with Daily 5 PD and scheduled progress monitoring, will support a classroom learning structure where teachers can design specific learning opportunities for small groups.

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?
 - a. This year we have implemented inclusionary practice professional development as well as culturally responsive education in the classroom. This is ongoing professional development supported by the district for administration, teachers, and includes para educators. Data used to track progress will include Panorama, SEL Universal screener, and progress monitoring tools every 4 to 6 weeks. Some of these progress monitoring tools will include: in class common formative assessments, fluency and comprehension checkpoints. Academic Universal screening will be done using MAP growth assessment, and progress monitoring will occur in between administrations of that assessment. The school will meet

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

quarterly to review data in grade level teams and fine tune instruction for students of concern.

- b. Fall, Winter and Spring reading MAP data will be used to determine if a student is ready to exit services. Every 4-6 weeks, classroom and reading intervention teachers will analyze current progress in mastering foundational skills and oral reading fluency. MAZE comprehension screeners will be used in Fall and Winter in grades 2-5 to monitor student progress. Fall, Winter and Spring reading MAP data will also be used to determine if a student is ready to exit services.

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.
 - a. We have bi-monthly Student Support Team meetings that provide problem-solving opportunities to support student's academic needs. We hold bi-monthly PBIS Tier 2 meetings. This team focuses on attendance, S/E needs, family support, counseling and therapy needs. The next step will be to form a SST-type group that will meet with staff around the behavioral/SE needs of students. We hold weekly PLC meetings to review data, use data to inform instruction and to calibrate and support team initiatives. Grade level teams use common formative assessments, aligned with curriculum checkpoints, to measure student's performance related to unit standards. Moving forward, we are exploring how to provide areas of focus for PLC groups, each week. We have collaborative meetings with the Intervention team and grade levels, every 6 weeks, to analyze data and determine eligibility for LAP or title support. Our Special Services Team meets on a bi-monthly basis to plan for upcoming IEP -related work and to staff services for students as needed.
2. How did your school identify these areas of strengths and improvement?
 - a. This success and areas of improvement are based on a yearly staff survey that is taken. We also use Panorama data and discipline data to orient our focus of S/E support. Our Leadership committee is tasked with bringing feedback regarding strengths and challenges that can be addressed through systems in our school.
3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
 - a. Our partnership with Behavioral Health Resources (BHR) is a great source of support for our students and families. One day a week a BHR therapist works in our building and serves up to 10 students. Each day they are here, a therapy session is scheduled. Our counselor also meets once a week with the BHR Therapist to calibrate services. We also partner with DSHS, through the WISE program. This program serves several of our families and we participate in these wrap around services.
4. What areas have you identified as areas of the strength, and where do you hope to strengthen and build further family and community

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

engagement and partnership(s)?

- a. Building and maintaining an authentic partnership with traditionally underrepresented groups is an area of interest and growth for us. We intend to use a family engagement process through OSPI to enhance this work.

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*

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).

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:

ELA - In grades K-5, Increasing by 10% at each grade level the number of students showing adequate yearly progress, as measured by the MAP assessment, from Winter 2023 To Winter 2024, by May of 2024: Students, families and staff will co-create and monitor student goals they collectively create regarding one of our SIP goals. These goals will be embedded in individual teacher TPEP goals.

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 Dedicated (WIN) reading intervention</p>	<p>Fluency & Phonics surveys Classroom assessments Wonders assessments</p>	<p>Ongoing/year-long Weekly/ Monthly during PLCS Every 6 weeks (at the end</p>	<p>.Grade level teams Classroom teachers SpEd</p>	<p>PD: UFLI, Science of Reading, Daily 5, ML strategies, technology, PLCs</p>

time for small group instruction.	Khan Kids ReadWorks MAP assessment 3x/ year; 2x a year for kindergarten.	of Wonders units)	Intervention teams	Collective/consistent curriculum resources Push-in help/extra adults
Activity 2 Implement structured literacy and best instructional practices during core reading instruction in order for students to receive targeted, sequential foundational reading skills instruction. Daily 5 instructional routines support students developing skills in comprehension, word work, fluency, writing, and listening. This method is preferred as it both reinforces learning targets and it allows teachers to work with small, focused groups.	PLC Team Meetings using classroom/curriculum-based assessments and quarterly school-wide teams to review progress towards long-term goals	PLC Meetings are weekly School-wide team review - quarterly.	Classroom teachers, Intervention Specialists	PD offering in Structured Literacy and Daily 5, release time for teachers to meet.
Activity 3 Students will learn to set and monitor goals, and reflect on which habits and behaviors support their achievement of their goals in order to	Student, Family and Teacher conference	Fall and Spring, with additional meetings scheduled as needed.	Classroom teachers, Families and Students	District Scheduled half days for conferences, before/after school meetings during teacher office time.

<p>develop students' self-regulation strategies. Student, family and staff collaborative goal setting in ELA. -Explicit, direct Phonics instruction from Wonders, Ufli, etc.</p>				
<p>Activity 4 -Specific support for ML students will be provided during a before school class and push-in support during the day.</p>	<p>Monthly data collection.</p>	<p>3x week push-in support and before school support during the school year.</p>	<p>ML Teachers and District Administration</p>	<p>District adopted materials.</p>
<p>Activity 5 Test taking strategies for MAP -Teachers will communicate with students the who, what, why, and how regarding MAP. -Required tech training with Bob O. -Preteaching of both the content and structure for assessments -Training all staff prior to each MAP test: how to troubleshoot common needs/issues -Small groups for testing. -Parent communication regarding when MAP testing will take place,</p>	<p>Scheduled planning time during PLC to employ this instruction. Communication to parents through teacher email and school-wide newsletters.</p>	<p>Completion of communication and planning notes for each grade level.</p>	<p>Classroom teachers, Intervention Specialists. Administration</p>	<p>Release time for PLC and Planning. Utilizing District Technology Coach for training.</p>

best practices to prepare their student, and discussions at each conference				
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. Local Levy Funds				
2. Basic Education				

Math- In grades 3-5, Increasing the students meeting standard who are identified as low income from 26.7% to 40%, as measured by the SBA assessment from Spring 2023 to Spring 2024, by May of 2024. Students, families and staff will co-create and monitor student goals they collectively create regarding one of our SIP goals.				
<i>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.</i>				
Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Activity 2 Teachers will engage students in a variety of learning strategies so they develop levels of mathematical	PLC Team Meetings using classroom/curriculum-based assessments and quarterly school-wide teams to review progress towards long-term goals	PLC Meetings are weekly School-wide team review - quarterly.	Classroom teachers,	Community partnerships (Steven Kant), PD offering in progressing students' aptitude in using mathematical thinking from concrete, to representational to abstract understanding;;release time for

understandings.				teachers to meet for unit planning, creating and scoring common formative assessments, and analyzing student data.
Activity 3 Students will learn to set and monitor goals, and reflect on which habits and behaviors support their achievement of their goals in order to develop students' self-regulation strategies. Student, family and staff collaborative goal setting in math.	Student, Family and Teacher conference	Fall and Spring, with additional meetings scheduled as needed.	Classroom teachers, Families and Students	District Scheduled half days for conferences, before/after school meetings during teacher office time.
Activity 4 -Specific support for ML students will be provided during a before school class and push-in support during the day.	Monthly data collection.	3x week push-in support and before school support during the school year.	ML Teachers and District Administration	District adopted materials.
Activity 5 Test taking strategies for MAP -Teachers will communicate with students the who, what, why, and how regarding MAP. -Required tech training with Bob O. -Preteaching of both the content and structure	Scheduled planning time during PLC to employ this instruction. Communication to parents through teacher email and school-wide newsletters.	Completion of communication and planning notes for each grade level.	Classroom teachers, Intervention Specialists. Administration	Release time for PLC and Planning. Utilizing District Technology Coach for training.

<p>for assessments -Training all staff prior to each MAP test: how to troubleshoot common needs/issues -Small groups for testing. -Parent communication regarding when MAP testing will take place, best practices to prepare their student, and discussions at each conference</p>				
--	--	--	--	--

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

1. Title 3, TBIP
2. LAP
3. Basic Education & Local Levy

5c. SY 2023–2024 SMARTIE Goal #3:
 Students (3-5 grade) will demonstrate an increase in friendship skills (kindness, compassion and empathy) and build positive relationships in order to advocate for themselves and others as measured by the Panorama survey in the category of sense of belonging 66% to 70%, Peer Respect 54% to 64% and Supportive relationships -Asking for help- 47% to 60%. Students (PK-2 grade) will demonstrate an increase in having a sense of belonging as measured by a paper/pencil student survey related to the Panorama survey administered in December and May.

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</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</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time,</i>

<i>Who, specifically, will benefit from this practice/activity?</i>	<i>the specific students named in your SMARTIE Goal?</i>	<i>data reviewed?</i>	<i>Who else will be involved?</i>	<i>curriculum, materials, etc.)?</i>
Activity 1 Building-wide focus on sense of belonging that will focus on utilizing an Integrated unit of study that draws on students' personal connection to a learning unit of study around "Identity"	Teacher and curriculum-based assessments, based on multiple content area standards. Including Wonders, Bridges and Social Justice Standards around Identity.	January-February	Classroom teachers, Intervention specialists	Wonders, Learning for Justice materials and standards, Bridges, UFLI Literacy curriculum
Activity 2 Counselor led individual, small group work and classroom lessons around developing identity and mental health.	Participation and successful completion of individual/small group sessions. Reduction in Office Referrals Increase in attendance	September-May	Counselor, Teachers and Staff	Second Steps curriculum, counselor training in trauma informed practices Restorative practice and conflict resolution models
Activity 3 Classroom morning meetings that focus on student voice, self-reflection and practicing strong listening skills and empathy.	Reduction in Office Referrals Panorama Data Reduction in absences/Tardies	Every school day.	Teachers and support staff	Dedicated, uninterrupted time in school schedule
Funding: PD funding for counselor; School dedication to using staff meeting times to support this work.				
1. Basic Education & Local Levy				
2.				

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2023–24) –

THIS REPORT WILL BE ADDED ONCE IT IS AVAILABLE.

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “not applicable” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Click or tap here to enter text.
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	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 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.
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, including School	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) -

THIS REPORT WILL BE ADDED ONCE IT IS AVAILABLE.

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
Improvement Grant Funding		