

Consolidated School Improvement Plan

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

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

Section 1: Building Data	
1a. Building: Nespelem ELEM	1g. Grade Span: K - 8 School Type: ELEM
1b. Principal: E. Dean	1h. Building Enrollment: 135
1c. District: Nespelem	1i. F/R Percentage: 100%
1d. Board Approval Date: May 22, 2023	1j. Special Education Percentage: 20%
1e. Plan Date: May 22, 2023	1k. English Learner Percentage: 90%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Targeted 3+	

Section 2: School Leadership Team Members and Parent-Community Partners	
Please list by (Name, Title/Role)	
Dr. E Dean, Superintendent	Lisa Vaughn Teacher ELEM
Principal, Keta Cline	Deb Bays Teacher MS
Counselor, Desirae Bear-Eagle	Leslie Moses, Parent Advisory Chair



Section 3: Vision and Mission Statement

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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?
Due to a decade of inconsistency in curriculum and staffing, NSD students are multiple years behind. We are slowly fixing our Tier I & beginning a Tier II. Younger students are closer to grade level, but do not take state assessments to show their success.
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.
Our students' sense of Culture is strong. We now have new engaged teachers, which is also a strength. Our SEL training also seems to be working due to lack of referrals.

Issues include student absenteeism, which we are joining to fight with the Tribe's assistance next year, teaching strategies, which are being taught by coaches to the teachers, and continued emphasis on literacy in our Early Learning Programs. We are also opening a CTE focused HS in order to offer another option for drop outs in our community from the neighboring HS in GCSD.

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 have a strong cultural history which they receive classes in each week as ELEM students and daily in MS.
 - b. What challenges do they face?
Poverty 100% FRL, generational trauma, substance abuse, loss of primary language base
 - c. What are some important relationships in their life?
Elders are in every home

4. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students**
 - a. **Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.**
Tier II & III receive services based on Teacher referral and progress monitoring academic data.
 - b. **Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.**
Students farthest behind receive the most help.
 - c. **How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?**
Our PLCs meet weekly to discuss data. Progress monitoring provides information to inform placement to our teams.

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?
Very similar

2. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?
All staff need teaching strategy training, including ELL, Literacy, GLAD, PBIS & SEL (trauma informed interventions)

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

We have PAX/PBIS which results in low violence rates

4. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 - Professional Development**

- a. **How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?**

All staff receive all training, as all students are in need of intervention at this time; we are "fixing" Tier I at this point.

- b. **How will the professional development activities benefit the students receiving targeted assistance services?**

All staff need basic curriculum, assessment and strategies training, as well as trauma / SEL/ ELL / Glad training.

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.

Our PBIS / SLE/ PAX system is running well which results in limited referrals.

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

Referral & suspension rates

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

We are heavily involved with the Tribe, as we are on the Reservation. We are targeting truancy with their Education Team this next year.

4. What areas have you identified as areas of the strength, and where do you hope to strengthen and build further family and community engagement and partnership(s)?

We will work with the Tribe to provide truancy data and they will provide home visits and support.

5. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions**

- a. **How does your targeted assistance program coordinate with core and additional programs in the school?**

We are using funding to improve Tier I. We now have curriculum for Math & ELA, as well as coaching for the teachers in teaching strategies and how to use data in PLCs from appropriate assessment techniques.

b. How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?

All students are Native and living in poverty, with a history of generational trauma. Therefore all student demographics are receiving all services. We are working on fixing our Tier I currently with new curriculum and teaching coaches. PLC groups are meeting to discuss data and interventions.

c. How do you support transitions between grade spans?

We have move up meetings between PLC groups.

d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interest?

All students are involved in an RTI CLUB for enrichment.

6. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 - Parent and Family Engagement

a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

Our Parent Advisory supports our parent events and family events as well.

b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

Parent advisory participation has doubled this year.

Section 5: School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the tables below, identify your highest priority school improvement goals and activities for SY 2023–24 that are based off the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the [OSSI SY 2023–2024 School Improvement Plan Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: *This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.*

Note: *For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 - Practices and Strategies.*

* Please use the following guidance to support your reform goals and strategies: [Menus of Best Practices and Strategies in ELA, Mathematic, and Behavior](#).

Needs Assessment Summary

Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

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5a. SY 2023–2024 SMARTIE Goal #1:

NSD students will improve reading proficiency from 30% passing at grade level in ELA on the STAR, to 45% from the spring of 2023-June of 2023. This will include SPED students through inclusion.

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>We will use new Wonder's curriculum with fidelity</p>	<p>STAR data for progress monitoring</p>	<p>Through out the SY 23-24</p> <p>(Sept, Janu, May)</p>	<p>Admin & PLCs</p>	<p>Curriculum & Coaches</p>
<p>Activity 2 We will continue coaching with ESD171 in ELA & ELL.</p>	<p>STAR data for progress monitoring</p>	<p>Through out the SY 23-24</p> <p>(Sept, Janu, May)</p>	<p>Admin & PLCs</p>	<p>Curriculum & Coaches</p>

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Curriculum updates 5,000 OSI
2. Coaching 15,000 OSI

5b. SY 2023–2024 SMARTIE Goal #2:
 NSD students will improve mathematical proficiency from 30% passing at grade level in Math on the STAR, to 45% from the spring of 2023-June of 2023. This will include SPED students through inclusion.

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? 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>
We will use new MyMath curriculum with fidelity	STAR data for progress monitoring	Through out the SY 23-24 (Sept, Janu, May)	Admin & PLCs	Curriculum & Coaches
Activity 2	STAR data for progress monitoring	Through out the SY 23-24	Admin & PLCs	Curriculum & Coaches

We will continue coaching with ESD171 in STEM.		(Sept, Janu, May)		
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. Curriculum updates 5,000 OSI				
2. Coaching 15,000 OSI				
5c. SY 2023–2024 SMARTIE Goal #3: NSD students will improve attendance from 60% attending more than 90% of the school days, to 75% of the students attending more than 90% of the school days, from the spring of 2023-June of 2023. This will include SPED students through inclusion.				
<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 1 We will track attendance & follow up with letters, calls & conferences.	"Q" Data system weekly	Weekly through out the SY 23-24	SD Admin & PLCs Tribal YDT	Templates for forms etc.

Activity 2" We will work with the Tribal Youth Team by providing info for their home visits.	"Q" Data system weekly	Weekly through out the SY 23-24	SD Admin & PLCs Tribal YDT	"Q" Data system
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. Funding for supplies 5,000 OSI				
2. Funding for Data System 10,000 OSI				

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
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> We use this funding support our Tier I program.
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.	This funding pays for our para support staff.
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> This funding pays for PD in PBIS/PAX, ELL/GLAD and teaching strategies & curriculum training.
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> This funding pays for our ELL training for teachers.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for	Our enrichment support is increasing student TECH knowledge.

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	student learning, and improved use of instructional technology.	
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	<p><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></p> <p>We use LAP funding to focus on our Literacy Tier II Interventions.</p>
Local Funds	Local levy revenue may be combined in schoolwide programs.	Due to RESERVATIONS limited fee land, our levy is 36,000. This funding is used for enrichment tutoring expenses.
Other Funding Sources, including School Improvement Grant Funding	IMPACT AID supports our Basic Educational Program	We are using funding to improve our Tier I deficits.