

**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, WAC 180-16-220, ESSA, and The Office of System and School Improvement.*

*All schools are required to have a school improvement plan, but they do not have to use this template.*

*For technical assistance on how to complete this template, please refer to the Consolidated Improvement Plan Implementation Guide.*

**Section 1: Building Data**

<b>1a. Building:</b> Lewis County Alternative School "Turning Point"	<b>1g. Grade Span:</b> 9-12. We occasionally have a middle school student <b>School Type:</b> Alternative School AND Day-Report School for Juvenile Justice Involved Youth
<b>1b. Principal:</b> Tim Touhey	<b>1h. Building Enrollment:</b> 38.2 FTE
<b>1c. District:</b> Chehalis	<b>1i. F/R Percentage:</b> 38
<b>1d. Board Approval Date:</b> December 10, 2019	<b>1j. Special Education Percentage:</b> 17.4
<b>1e. Plan Date:</b> December 1, 2019	<b>1k. English Learner Percentage:</b> 4.4
<b>1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</b>  Comprehensive - Low Grad Rate	

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

Please list by (Name, Title/Role)

Jerry Cuning, Teacher	Tim Touhey, Principal
Cathy Hallenbeck, Teacher	Ron Franklin, OSSI Consultant
Kristi Margeson, Teacher	Susan Friberg, OSSI Consultant

### Section 3: Vision Statement

We exist to:

- serve Chehalis School District students, at the eleventh grade level and up, who may benefit from an alternative learning program.
  - these students are identified in a cooperative effort between W.F. West High School and Turning Point staff.
- serve middle and high school students from throughout Lewis County who have been directed by the juvenile court to attend our school.
  - these students may choose to continue attending Turning Point after their court order expires, provided that they have made satisfactory progress and would benefit from continued attendance
- Serve students of any age or grade level who have been suspended or expelled from a Chehalis school.
  - these students may either be assigned to Turning Point (long-term suspensions and expulsions) or have the opportunity to come and work at Turning Point during their short-term suspension.

### Section 4: Culture of Equity Description/Statement

Our mission at Turning Point – Lewis County Alternative School is to provide students with an alternative learning environment that:

- recognizes that our students are unique individuals with varied circumstances and needs that may not be met in a traditional school setting;
- provides a supportive, caring environment, based on mutual respect, where students can thrive, succeed, and graduate from high school.

## Section 5: PLAN/NEEDS ASSESSMENT (SY 2019-2020 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals (Section 7 & 13), and activities (Sections 8 & 14) that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

Schools that submitted a needs assessment Summary to OSSI on January 11, 2019 do not need to resubmit this information in Sections 5 and 6 unless they are a Title I, Part A Targeted Assistance Program.

If you are a Title I, Part A Targeted Assistance Program and you have submitted a needs assessment Summary to OSSI, please still complete the questions below in [blue](#).

*Provide answers to the following questions. For additional questions to guide your thinking, please refer to our [website](#).*

### **NEEDS ASSESSMENT COMPLETED & ATTACHED**

#### **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?

Click or tap here to enter text.

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.

Click or tap here to enter text.

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?

Click or tap here to enter text.

- b. What challenges do they face?

Click or tap here to enter text.

- c. What are some important relationships in their life?

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.
- 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.
- 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?

**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?
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)?
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?
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?
  
- b. How will the professional development activities benefit the students receiving targeted assistance 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.
  
2. How did your school identify these areas of strengths and improvement?
  
3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
  
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)?
  
5. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Four - Coordination and Transitions
  - a. How does your targeted assistance program coordinate with core and additional programs in the school?
  
  - 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?

c. How do you support transitions between grade-spans?

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

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

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

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

**Section 6: PLAN/NEEDS ASSESSMENT** Please check or share the most meaningful sources of data used in your needs assessment work

<input checked="" type="checkbox"/> Washington School Improvement Framework	<input checked="" type="checkbox"/> English Language Proficiency Data (i.e. ELPA)
<input type="checkbox"/> WaKIDS	<input type="checkbox"/> Title III Data
<input type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks	<input type="checkbox"/> Special Education Eligibility/Disproportionality Data
<input type="checkbox"/> Universal Screening	<input type="checkbox"/> Special Education Placement Data (LRE)
<input type="checkbox"/> Progress Monitoring Data	<input checked="" type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)
<input type="checkbox"/> Curriculum Based Assessments	<input checked="" type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)
<input checked="" type="checkbox"/> Graduation Rate (1 Year, extended, etc.)	<input checked="" type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families)
<input checked="" type="checkbox"/> Credit Attainment	
<input type="checkbox"/> Stick Rate	

Student Mobility Data Discipline Referrals Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions) Restraint and Isolation Data Time out of class (e.g., visits to nurse, counselor, etc.) Healthy Youth Survey School Climate data Perceptual Data: (Local/Organization):	Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.) Extra-curricular activities participation Fiscal and Financial Data (Other) (Other) (Other)
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**Section 7: PLAN**

**SY 2019-2020 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)**

*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 Three - Practices and Strategies.*

Goal/Priority #1 (G1)	Improvement in technology and supplemental curriculum material availability for our staff and students. <i>Including cell phone management practice/procedure</i>
Goal/Priority #2 (G2)	Continued professional learning for teachers and administrators surrounding Washington’s alternative learning rules.
Goal/Priority #3 (G3)	“Moving the needle” on the poor performance of our students on statewide tests, particularly math – by exploring best practices for math skill development for our population.

**Section 8: DO**

**SY 2019-2020 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)**

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

8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
G1A1) Purchase computer(s)	January-February	Tim Touhey	\$3000

G1A2) Complete purchase of curriculum support materials	January-February	Tim Touhey Kristi Margeson	\$7000
G1A3) Purchase and implement "Yondr" bags to restrict cell phone access.	January	Tim Touhey All Teachers	\$955
G2A1) At least two staff members (teachers and/or principal) will attend the WALA spring conference	March	Kristi Margeson	\$425 (Registration) \$400 (Lodging) \$108 (36 x 3 for meals, per diem) \$50 (Mileage) <b>Total for two attendees = \$1916</b>
G2A2) The principal will attend the annual ALE administrator meeting in January	January	Tim Touhey	\$40
G3A1) Use IABs to help students to prepare for the SBAC tests.	February	All Teachers, with support from Tim Touhey	\$0
G3A2) Do the book study – "Mathematical Mindsets"	Starting in December	Tim Touhey	\$60
G3A3) Send one teacher to the Jo Boaler "Mindset Mathematics Workshop" training at Stanford	By end of school year	Tim Touhey	\$995 (Registration) \$1000 (Lodging 3 nights in Palo Alto) \$108 (36 x 3 for meals, per diem) \$100 (Mileage & airport parking) \$250 (Airfare) \$150 (Car Rental/Ground Transport) <b>Total for one attendee = \$2603</b>
G3A4) Continue partial payment for Education Paraprofessional	All year	Tim Touhey	\$10,000-12,000



## 8e. Budget Table

Funded SY 2019-2020 Expenditure (Linked to Activity)	Funding Source	Funding Amount
G1A1) Supplies	OSSI School Improvement Grant	\$7000
G1A2) Equipment (technology)	OSSI School Improvement Grant	\$3000
G1A3) Contract Services	OSSI School Improvement Grant	\$955
G2A1 & A2) Registrations	OSSI School Improvement Grant	\$850
Travel	OSSI School Improvement Grant	\$1106
G3A1) No Cost		
G3A2) Materials	OSSI School Improvement Grant	\$60
G3A3) Registration	OSSI School Improvement Grant	\$995
Travel	OSSI School Improvement Grant	\$1608
G3A4) Ed Parapro Time	OSSI School Improvement Grant + Basic Education Funding	\$25-30,000

### Section 9a: STUDY

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.*

#### (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

<p>Study <i>(Prior to implementation) What evidence will you examine to evaluate if your activities are working?</i></p>	<p>G1: This is a “did you get it done” test. We will examine where we stand with purchases and implementations mid-year. On a deeper level, we will examine the effectiveness of the “Yondr” pouches and how being cell phone free impacts course completion.</p> <p>G2: Another “did you get it done” item. However, the proof of the value of this activity will be in random checks of student notebooks for compliance with ALE rules and regulations. We can’t afford to wait for the Auditors to find our mistakes, we need to find them and correct them.</p> <p>G3: We will examine our year-to-year participation and passing rate for the SBAC math test. We will also examine math course completion rates. Although we would like to measure the impact of the Mathematical Mindset training on school climate, there are far too many confounding variables in play to make that a valid or objective measure.</p>
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### Section 9b: STUDY

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.*

<b>(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
<p>Study <i>(SY 19-20 mid-year implementation)</i> <i>Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?</i></p>	<p>G1: Purchasing is well under way. We have some of the equipment on hand, and have ordered, and are waiting for the arrival, of other items. We still need to order a couple of computers. We decided against ordering the Yondr pouches at this time. Staff decided it would be awkward to implement that mid-year. They further determined that simply talking about purchasing the devices caused students to curtail the negative use of personal electronic devices!</p> <p>G2: We have not done a self-audit of notebooks formally. However, informal spot-checks look good. The principal attended the annual ALE administrator’s meeting last week. We are in the process of deciding who will attend the March WALA conference, and will register soon.</p> <p>G3: We have been in contact with our continuous improvement partner and will schedule a day for SBAC interim assessments in the next few weeks. We have started the “Mathematical Mindsets” book study. We continue to discuss who should attend the May training at Stanford. As soon as we can decide who will go, we will register. A team from our district is already attending. Our ed parapro has been in place all school year, and continues to work with students.</p>

<b>Section 10: ADJUST</b>	
<p><i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.</i></p>	
<b>(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
<p>Adjust <i>(SY 19-20 mid-year implementation)</i> <i>What adjustments to your activities are you making after examining the results of your progress monitoring?</i></p>	<p>G1: Aside from deciding to not contract with Yondr, there are no adjustments necessary at this time.</p> <p>G2: Registration for the WALA conference should be completed in the next two weeks.</p> <p>G3: Aside from deciding who will attend the training in May, no adjustments needed at this time.</p>

**Section 11: PLAN/NEEDS ASSESSMENT (SY 2020-2021 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)**

The purpose of this section is to reflect upon the work and learning accomplished at your school during the 2019-2020 school year. Please use the table and guiding questions below to summarize the activities, measures, and outcomes related to your School Improvement Plan goals for this year.

**High-Priority Goal #1: Improvement in technology and supplemental curriculum material availability for our staff and students. *Including cell phone management practice/procedure***

<b>Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.</b>	<b>Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.</b>	<b>Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).</b>
G1A1) Purchase computer(s)	Purchase of computers	On hold as we re-evaluate our actual needs. We can easily make the purchase in the coming weeks (a JV from computers on-hand within the District)
G1A2) Complete purchase of curriculum support materials	Purchase of support materials	Completed, and implemented. These materials were used by students during the Covid shutdown.
G1A3) Purchase and implement “Yondr” bags to restrict cell phone access.	Enter into a contract and implement	We decided to NOT do this. The real underlying issue was management of student self-management of technology. The plan to implement the pouches led students to self-manage more effectively!

**High-Priority Goal #2: Continued professional learning for teachers and administrators surrounding Washington’s alternative learning rules.**

<b>Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.</b>	<b>Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.</b>	<b>Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).</b>
G2A1) At least two staff members (teachers and/or principal) will attend the WALA spring conference	Did the identified staff attend the conference?	Fortunately, we were able to attend the conference prior to the Covid-19 shutdown.
G2A2) The principal will attend the annual ALE administrator meeting in January	Did the identified staff attend the conference?	Completed. Additionally, principal has participated in virtual PLC with ALE administrators from around the state during the Covid-19 shutdown.

**High-Priority Goal #3: “Moving the needle” on the poor performance of our students on statewide tests, particularly math – by exploring best practices for math skill development for our population.**

G3A4) Continue partial payment for Education Paraprofessional

Was a staff person in place?

Our ed parapro was in place during the school year.

## What were some strengths of the activities for at least one high-priority goal implemented this year?

Oddly, one of the things we DIDN'T do was especially effective. By just publicly planning to control cell phones, students got the message that they needed to do that themselves.

Also, the shutdown allowed me to participate in the PLC for ALE administrators that I might otherwise never have done.

## What challenges did you encounter this year with implementing activities for at least one high-priority goal?

Aside from the obvious challenges of shutting down the school, it was difficult to generate interest in the book study. Once we got going, people were interested, but then we had to shut down.

## What adjustments and modifications need to be made towards at least one high-priority goal and its related activities for the upcoming academic year (2020-2021)?

Improving student performance on math tests will need to be addressed again next year. WE barely got started on that goal this year. As we staff for next year, I will pay attention to the skill sets of possible teachers, and hopefully find a math person who can work with alternative

students.

What additional sources of data, if needed, will be collected to monitor the progress of those activities to be adjusted or modified?

I think it would be useful to engage in the IABs earlier in the year, and use that data to track progress.

**Section 12: PLAN/NEEDS ASSESSMENT** Please check or share the most meaningful sources of data used in your needs assessment work

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|--|--|
| <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Washington School Improvement Framework</li><li><input type="checkbox"/> WaKIDS</li><li><input checked="" type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks</li><li><input type="checkbox"/> Universal Screening</li><li><input type="checkbox"/> Progress Monitoring Data</li><li><input type="checkbox"/> Curriculum Based Assessments</li><li><input checked="" type="checkbox"/> Graduation Rate (1 Year, extended, etc.)</li><li><input checked="" type="checkbox"/> Credit Attainment</li><li><input checked="" type="checkbox"/> Stick Rate</li><li><input type="checkbox"/> Student Mobility Data</li><li><input checked="" type="checkbox"/> Discipline Referrals</li><li><input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)</li><li><input type="checkbox"/> Restraint and Isolation Data</li><li><input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.)</li><li><input type="checkbox"/> Healthy Youth Survey</li><li><input type="checkbox"/> School Climate data</li><li><input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text.</li></ul> | <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> English Language Proficiency Data (i.e. ELPA)</li><li><input type="checkbox"/> Title III Data</li><li><input type="checkbox"/> Special Education Eligibility/Disproportionality Data</li><li><input type="checkbox"/> Special Education Placement Data (LRE)</li><li><input checked="" type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)</li><li><input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)</li><li><input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families)</li><li><input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)</li><li><input type="checkbox"/> Extra-curricular activities participation</li><li><input type="checkbox"/> Fiscal and Financial Data</li><li><input type="checkbox"/> (Other) Click or tap here to enter text.</li><li><input type="checkbox"/> (Other) Click or tap here to enter text.</li><li><input type="checkbox"/> (Other) Click or tap here to enter text.</li></ul> |
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**Section 13: PLAN**

**SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES  
(COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)**

Updated April 24, 2019 by Title I, Part A Office and the Office of System and School Improvement at OSPI

*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 Three - Practices and Strategies.*

Goal/Priority #1 (G1)	Improvement in technology availability for our staff and students.
Goal/Priority #2 (G2)	Continued professional learning for teachers and administrators surrounding Washington's alternative learning rules.
Goal/Priority #3 (G3)	"Moving the needle" on the poor performance of our students on statewide tests, particularly math – by exploring best practices for math skill development for our population.

## Section 14: DO

### SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)

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

14a. Activity	14b. Timeframe for Implementation	14c. Lead(s)	14d. Resources/Budget
G1A1) Purchase computers and related technology	By October 31, 2020	Principal	\$4000
G1A2) Refresh existing Chromebooks with new models	By January, 2021	Tech Support, Principal, Teachers	N/A – Funded through District
G2A1) Send at least two staff to WALA conference	By March 31, 2021	Principal, Teachers	\$425 (Registration + meals) \$400 (Lodging) \$50 (Mileage) <b>Total for two attendees = \$1750</b>
G2A2) The principal will attend the annual ALE administrator meeting in January	By January, 2021	Principal	\$40 (Travel)
G3A1) Use IABs to help students to prepare for the SBAC tests.	March, 2021	All Teachers, with support from Tim Touhey	\$0
G3A2) Complete the book study – "Mathematical Mindsets"	By January 31, 2021	Tim Touhey	No Cost
G3A3) Send one teacher to the Jo Boaler "Mindset Mathematics Workshop" training at Stanford – or other similar, more accessible, training	By end of school year	Tim Touhey	\$995 (Registration) \$1000 (Lodging 3 nights in Palo Alto) \$108 (36 x 3 for meals, per diem) \$100 (Mileage & airport parking) \$250 (Airfare)

Updated April 24, 2019 by Title I, Part A Office and the Office of System and School Improvement at OSPI

			\$150 (Car Rental/Ground Transport) <b>Total for one attendee = \$2603</b>
G3A4) Continue partial payment for Education Paraprofessional	All Year	Tim Touhey	\$18,000
<b>Amended for 2020-21 School Year:</b> G1A1 – Complete G1A2 – Complete G2A1 – Remains, but Conference will be online G2A2 -- Remains, but Conference will be online G3A1 – Remains G3A2 – Hold until next fall, for possible new staff G3A3 – Hold until pandemic travel restrictions ease G3A4 – Modify – redirect funds to increased certificated staff hours			G1A1 – \$0 G1A2 – \$0 G2A1 – \$0 – will pay out of general funds  G2A2 – \$0 – will pay out of general funds G3A1 – \$0  G3A2 – \$0  G3A3 – \$0  G3A4 – \$35,000

**Section 14e. Budget Table**

<b>Funded SY 2019-2020 Expenditure (Linked to Activity)</b>	<b>Funding Source</b>	<b>Funding Amount</b>
G1A1)	OSSI Grant	\$4000
G1A2)	District Funds	TBD – approx.. \$12,000
G2A1)	OSSI Grant	\$1750
G2A2)	OSSI Grant	\$40
G3A1)	No Cost	No Cost
G3A2)	No Cost	No Cost
G3A3)	OSSI	\$2600
G3A4)	OSSI & District Funds	Approx. \$12k district, \$18k OSSI grant

## Section 15a STUDY

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.*

### SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study  
*(Prior to implementation) What evidence will you examine to evaluate if your activities are working?*

- G1): Our students have access to technology, that is useful for our programs, on a par with their counterparts at the community public high school (WF West)
- G2): Our staff will participate in professional development, on a par with their counterparts, that is specifically designed to strengthen our unique program.
- G3): Our students will participate in SBAC IABs, and pass the math SBAC at a higher rate than in the 2018-19 school year.

## Section 15b STUDY

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.*

### SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study  
*(SY 20-21 mid-year implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?*

- G1): This goal has been met, between expenditures last year and work completed over the summer.
- G2): While our staff participates in professional development, the pandemic has limited our ability to travel. We will delay our goal of participating in the “Mathematical Mindsets” workshop for a year.
- G3): Students will have access to IABs in the springtime. WE still need to work on this goal

## Section 15c STUDY

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.*

### SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study  
*(“End” of implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?*



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## Section 16a ADJUST

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.*

### SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Adjust  
(SY 20-21 mid-year implementation)  
*What adjustments to your activities are you making after examining the results of your progress monitoring?*

We determined that our best effort this year would be to modify our school staff. We have one of our long-time teachers planning to retire, following another retirement at the end of the 2019-20 school year. We hired a half-time teacher to replace the first retirement. We determined that our resources would be best used to make that individual full-time for the balance of the year, and forego hiring a paraprofessional, since the nature of how our students are accessing school this year is so different from years past.

## Section 16b ADJUST

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.*

### SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Adjust  
(“End” of implementation) *How are you thinking about spreading, scaling, and/or sustaining what has been effective?*

Click or tap here to enter text.