

Component 1 – Needs Assessment

Union Gap School's portfolio provides a means for on-going self-assessment, communication, and continuous improvement.

► **Demographics**

Demographics: 2021-2022 - Student Count – 568

Teacher Statistics (2021-2022)

- 38 Teachers
- 11.8 Average years of experience
- 50% of staff has master's degrees
- 3 teachers are National Board Certified
- 1 teacher with limited/conditional or emergency certificates

Student Demographics (2020-2021)

- 0.5% Asian
- 0.5% American Indian/Alaskan Native
- 82% Hispanic
- 0.2% Black/African American
- 15.1% White
- 1.6% Two or more races

Special Programs (2020-2021)

- 93% Low Income
- 26.8% English Language Learners
- 4.4% Migrant
- 13.9% Special Education
- 2.6% Section 504
- 1.8% Homeless

Gender (2020-2021)

- 54.4% Male
- 45.6% Female

Other Information

- 94.7% of students had fewer than two absences per month, on average (2020)

► **School Context**

Union Gap School District was the second district formed while Washington State was still a territory; the charter was signed by Ulysses S. Grant. The district is comprised of one school building housing approximately 583 students in grades preschool through 8. Due to continued voter support, students and staff moved into a new facility in September 2009 and also added six classrooms to the existing building in 2017. The facilities and the total number of classrooms allow for small class sizes in Kindergarten through 3rd grade and additional space to provide small-group instruction. The elementary school currently has 3 preschool, 12 transitional kindergarten students, and 562 students in grades K-8th as of January 4, 2021.

The staff consists of approximately 72 certificated, classified, and administrative staff. Following numerous restrictions last academic school year (20-21) we are again able to host the many sports, extended day and evening student learning activities, community and District events, parent learning nights, and musical performance that normally occur throughout the school year. We have returned to hosting parent-teacher conferences twice a year and will actively engage with parents/guardians so that they can participate in their student's learning. Student achievement is acknowledged at Board Meetings and regularly use numerous positive behavior reinforcements for students that are demonstrating positive behaviors. Our school has continued to be a hub for the community even in this unique learning environment year.

How does your needs assessment integrate the quantitative and qualitative data of the current school year?

Each fall, the Principal distributes, reviews, and discusses the district's testing data (e.g., SBA, ELPA21, WCAS, etc.) with the staff. ELPA21 and the preliminary Fall SBA & WCAS assessment data is the only state data that was available for the school improvement committee to review. However, the staff continues to review data regularly and on a monthly basis with staff (continuous needs assessment). Our ELL students outperform the state at most grade levels. Our school goals were developed from data analysis and strategies and interventions that are continually researched to accomplish these goals by meeting the needs of our student population, particularly our subgroups. The current focus is math, English Language Arts (ELA), especially K-4 early literacy (Strengthening Student Education Outcomes), and science.

► **Student Achievement:**

Student achievement data was compiled from the results of the following assessments:

- DIBELS 8
- Phonological Awareness and Phonics (Wonders) targeted for K-2nd
- Progress monitoring in reading and math
- Math benchmark data
- ELPA21, will be replaced by WIDA screener and WIDA-ACCESS

Data is reviewed by our school leadership team (Steering Committee) every Fall to begin setting our academic goals for the year.

Our leadership team reviews data to make instructional decisions at the beginning of each school year which help set our building/district instructional goals. Grade level teams/teachers look at disaggregated data within grade level or content area and individual student data from the year before at their first data meeting of the school year and throughout the year as new data sets become available.

How does your comprehensive needs assessment provide an accurate and thorough view of your school?

Student Assessment Data – This data is available for review at any time for any grade level/content area since 2010. Smarter Balanced data, since 2015 is at the end of this document. It should be noted that Spring 2020 Smarter Balance testing was cancelled due to the statewide school closure (COVID19) and administered during the Fall of 2021.

Notable

- Union Gap has invested significant resources, time, and training into improving reading skills for the past couple of years. (RTI, content/curriculum consultants, GLAD training, and redesigning the daily schedule). This year we have continued training and utilizing content/curriculum consultants.
- Data has earned us the following awards in the last few years.
 - 2012 School of Distinction.
 - 2013 School of Distinction
 - 2013 Washington Achievement Award (High Progress, Reading Growth and Math Growth)
 - 2014 School of Distinction
 - 2014 Washington Achievement Award (Overall Excellence, High Progress, English Language Arts Growth, and Math Growth)
 - 2015 School of Distinction
 - 2015 Washington Achievement Award (Overall Excellence, High Progress, English Language Arts Growth, Math Growth and English Language Acquisition)
 - 2016 Washington Achievement Award (English Language Arts Growth)
 - Our school was featured in the fall 2016 PBS Special titled, “Pathways to Excellence.”
- Grade level teams meet with administration monthly to ensure that students are growing academically and to use that data to make changes to instruction as needed. This is done in all content areas and subgroups are emphasized in those meetings. Data is available for review at any time and is housed in Office365 for staff access from any technology source.
- WaKIDS assessments are completed at the beginning of each year. This data shows that our students continue to come into Kindergarten with language deficiencies primarily. Language for Learning is utilized in Kindergarten and with English Language Learners.

Discipline

Discipline data is analyzed at the end of every school year. The goal this year has been on continuing to document discipline to focus on grade levels or students in need of focused intervention regarding discipline. The district analyzed the 2020-21 data to plan prevention and intervention strategies for the current school year. Our discipline data is appropriate and very low compared to local districts.

As we are a small district, alternative placement for behavioral concerns is limited. Therefore, administrative staff work with parents and teachers to provide support, when and where appropriate, and accommodate behavior concerns as well as address them as appropriate per state law.

Organization of the School Year and Day:

Union Gap School operates on a traditional 180-day calendar with a four-week summer session. Previously, Union Gap School District implemented Mondays as an early release day where staff has used this time to meet as grade level teams and content teams to implement best practices for our student population, particularly our subgroups as well as for staff development. The daily schedule ensures 90 minute “block” times for reading and math instruction for grades Kindergarten through 5th grade with additional time built in for RTI instruction. Middle school typically operates on a six-period day with core content classes taught before lunch, so students’ core classes are never affected by our early release on Mondays. After lunch “strategies” classes are taught in English Language Arts and Math for those students who are struggling with current content as shown on benchmark, progress monitoring and state assessment data for 6th grade. Additionally, new courses have been added to the middle school schedule, with expanded enrollment across grades. Existing courses have also been modified to allow for targeted instruction on priority standards or those standards needing additional instruction. A 6th – 8th grade ELL class is also held after lunch for those students that have not passed the ELPA assessment and need additional English Language instruction.

Professional Development:

Union Gap School staff has always been very committed to increasing their knowledge bases and application skills for aligning, developing, and implementing purposeful curriculum with core content standard. We utilized the transition schedule to implement Common Core Standards before 2014-2015.

Our Professional Development activities are focused in the areas of best practices in reading, math, and ELL strategies. Professional Development activities are outlined in the Action Plans.

Our professional development plan over the years has been developed using a staff input (employee development) as well as student achievement data. For the past several years, Union Gap School has focused on the following which are aligned with improving instruction and student learning:

- ESL Strategies-Powerful Instruction for ELL students
- Reading in the content for ALL teachers
- Response to Intervention (RTI)
- Writing
- Technology to improve student learning with a focus on keyboarding and digital citizenship
- CCSS alignment
- ORIGO Math
- LETRS
- Learning/Handwriting Without Tears
- SIOP
- GLAD

- Math – Standards based instruction and interventions
- WaKIDS & PLS5
- Next Generation Science Standards
- Wonders ELA Curriculum
- StemScopes Science Curriculum
- Illustrative Math Curriculum
- CharacterStrong and Panorama Social Emotional Curriculum

Curriculum and Instruction:

Union Gap students receive interventions through curriculum that addresses their areas of need. Diagnostic assessments are administered to target deficit skills. In 2016-2017, we focused on Phonological Awareness for all students in grades K-2nd and strategic and intensive students in grades 3 - 4. Our school psychologist and interventional/ assessment specialist complete pre/post testing and teachers progress monitor throughout the school year. Overwhelmingly, the staff have reported positive changes and therefore, based on this and the data, these endeavors have continued. Programs such as Read Naturally, REWARDS, and adopted curriculum intervention materials are utilized to address the needs of our struggling readers. Paraeducators are assigned to grade levels to assist with progress monitoring and targeted instruction in small groups. Grades 1-2 classrooms are grouped into tiered reading classes (Benchmark, Strategic, Intensive) so that students' needs can best be met, especially students within the "intensive" range. We have utilized a push in model to support our English Language Learners this year to ensure equal access to core instruction. In Kindergarten through grade 8, we use a content-based schedule where one teacher per grade level teaches one content area which insures focused and explicit professional development for these teachers. In math, ORIGO is used by the core teachers to address skills deficit along with i-Ready Math to address student deficits during RTI and outside of the math block independently at home. Our Special Education department continue their focus within the Common Core Standards and progressions of ELA and Math standards. The focus on the 15-math problem solving types continues to be highly successful in narrowing the focus with the addition of targeted instruction on basic facts in addition, subtraction, multiplication, and division.

The program called Helping Union Gap Students (HUGS) provides an opportunity two days a week, after school for one hour, to provide interventions for students that need additional instruction in ELA and/or Math. Students are recommended by their teachers for this support based on their academic achievement data. ELL classes are scheduled during the day for all students, and students in need of additional come to EL-HUGS.

Family and Community Involvement:

Union Gap is extending the learning community to include students, families, and community members. They have become valued contributors to the school while participating in monthly family nights and Migrant/Bilingual and Native American PAC meetings. Families and community members are invited to attend all school activities and events. Translators are available for teacher/parent conferences, which

are held two times per year. Staff is available for parent/student meetings at 8:00 a.m. and 3:10 p.m. daily. Staff are also able to schedule meetings during their plan time.

► Perception

A parent survey is completed during Fall Parent Conferences each school year. The results of this survey are available at any time for review. This year we focused our Fall survey on communication and will continue to do short surveys throughout the year.

What strengths – instructional, programmatic, and operational – does your gap analysis of the data substantiate?

Instructional – Union Gap School remain committed to the Common Core Standards. The standards-based instruction assists with the alignment to the Smarter Balanced Assessment, alignment to the Washington Comprehensive Assessment of Science, as well as the interpretation of the data from the assessments. The adoption of the Wonders curriculum has provided the opportunity to improve instruction. Benchmark and progress monitoring assessments provide data on student levels and areas of instructional focus this year for English Language Arts. Our district will continue to look for research-based strategies and materials to help bolster student achievement.

In 2015-2016 we began testing our Kindergarten and intensive ELA students in phonological awareness. We found some deficiencies in our practices and began adjusting instruction. For the 2016-2017 school year, we fully implemented Phonological Assessments for K-4th grade both pre/post testing, progress monitoring, and direct instruction. The staff report a difference in the students' skills and the positive impact on reading. These universal screeners continue to help determine the individual needs of students with regards to early literacy. We have continued this practice this year for grades K – 2nd.

Math has been a more streamlined transition for our teachers instructionally. We broke down the math standards by quarter and created quarterly benchmark assessments to meet all student needs at the minute level. We continue to address student academic needs on a year-to-year basis in Math. Resources and professional development are a priority for our staff and students. We exceeded state average on the state assessment in the 19-20 school year in all grades but three (4th, 5th and 7th).

Programmatic – Our Special Education students have participated in core Math instruction since 2012 and in core ELA instruction since 2014 with their Special Education minutes outside of the core blocks. We continue this practice for the majority of our special education students. A few of our students with significant disabilities (WA-AIM alternate assessment) are exceptions. We continue to see student growth through our progress monitoring and benchmark assessments. Our Special Education students continue to grow academically ahead of all other Special Education students in the State of Washington.

Operational – Our district is fortunate enough to be a one district building which means there is no lag time for getting resource approval. The Administrative team meets on a weekly basis allowing the district and school office to be up to date on all curricular or instructional changes made or needed.

Technology Improvement

- Integration across content area
- Staff Development
- Increased access to keyboarding skills and digital citizenship
- 1:1 implementation with laptops assigned to all students in grade K – 8th. This was planned to be a slow roll out but due to the pandemic was fast-tracked.

Improving Learning Environment

- Family Involvement with an emphasis towards reaching our targeted priority students' families (Migrant, Bilingual, Special Education)
- Family/Community Engagement Specialist
- Attendance
- Increase parental involvement through volunteering

Improving Communication

- Staff
- Community
- Families & Students

Transition

We currently have an inclusionary Special Education Preschool classroom with a morning and afternoon cohort. For the 20/21 school year, we began a Transitional Kindergarten classroom that started in January and follows the Kindergarten schedule. Transition for students moving into Kindergarten begin in March of every school year.




As we are a non-high district, 8th grade students transition to an area high school (typically Yakima School District). We work with Yakima School District to ensure transition to high school from one district to another. Students register for high school with teachers. Special Education departments from each YSD high school meet with the Special Education Director each spring to ensure seamless transition of our students on Individualized Education Programs.




Social/Emotional Learning

We facilitate SEL in our district through multiple sources:

- CharacterStrong Curriculum (TK-8) and Panorama
- Coordination with county mental health providers
 - Yakima Valley Farmworkers Clinic Behavioral Health Services
 - Comprehensive Mental Health
 - Children's Village – Behavioral Assessment Team
- Zumba classes in PE/Health
- Paraprofessionals to assist with engagement and staffing of MTSS efforts (direct communication, records keeping, referral to administration, and other efforts to keep parents/guardians engaged)
- MTSS regular meetings

2021 Fall SBA Results - Final

	2016	2017	2018	2019	F2021	F2021	2016	2017	2018	2019	F2021	F2021	2016	2017	2018	2019	F2021	F2021	
	3rd	3rd	3rd	3rd	3rd		4th	4th	4th	4th	4th		5th	5th	5th	5th	5th	5th	
Reading	33.3	36.1	49.2	49.2	46.0	-3.2	47.2	53.9	50.0	52.9	25.0	-27.9	56.1	47.1	47.3	42.1	33.0	-9.1	
Math	60	61.1	64.6	79.4	35.0	-44.4	61.3	50.0	51.0	50.7	13.0	-37.7	59.4	44.2	37.8	36.8	14.0	-22.8	
Science	X	X	X	X	X	X	X	X	X	X	X	X	71	68.5	47.2	44.7	59.0	14.3	

	2016	2017	2018	2019	F2021	F2021	2017	2018	2019	2019	F2021	F2021	2016	2017	2018	2019	F2021	F2021	
	6th	6th	6th	6th	6th		7th	7th	7th	7th	7th		8th	8th	8th	8th	8th	8th	
Reading	64.7	71.6	69.6	78.4	39	-39	60.6	59.3	64.8	64.8	39.0	-25.8	63	62.5	52.3	70	X	X	
Math	69.1	74.6	59.4	59.5	23	-37	49.1	64.4	43.7	43.7	28.0	-15.7	41.5	70.3	47.7	51.7	X	X	
Science	X	X	X	X	X	X	X	X	X	X	X	X	57.5	75	33.8	61.7	X	X	

F2021: The assessment conducted in the Fall of 2021 replaced the Spring 2021 assessment that was not administered during the 20-21 school year. The test design was significantly changed from previous assessments. 8th grade scores were not reported as that class promoted to high school and took that assessment in a different school district.

Component 2 – Reform Strategies

INTERVENTION SYSTEM

Union Gap School uses the Response to Intervention model. Students receive interventions through curriculum and teacher created resources that addresses their areas of need. Diagnostic assessments are administered to target deficit skills. During the 2016-2017 school year, we prioritized phonological awareness skills in all Kindergarten through 2nd grade classrooms (Foundational Skills) as well as 3rd and 4th grade struggling readers. We continued to screen oral language skills of all incoming kindergarten students. This year we used a new instrument that had both English and Spanish screeners so that we could screen students in both languages if needed. In a typical school year, students are assigned to groups based on academic need using direct instruction with the Language for Learning program five days a week. This continues to provide excellent growth in their language skills.

We continue to use programs, in addition to district curriculum, such as Read Naturally, Phonics for Reading, and REWARDS as necessary. These materials are utilized to address the needs of our struggling readers. We have refined our assessments so that data is not replicated and it is truly meaningful and drives instruction. All students in grades K-5 continue to have 30 minutes of intervention in both reading and math in addition to the scheduled core block. Kindergarten classrooms have full-time paraeducators assigned to assist with progress monitoring and targeted instruction in small groups. Grades 1-2 use a Walk to Read model depending on students' needs and the number of students in the "intensive" range. In math, First Steps and ORIGO instructional materials are used by the core teachers to address skills deficit along with i-Ready ELA and math, where students work on their deficits outside of the math block. All teachers plan and teach to CCSS-ELA and CCSS-M and are given the flexibility in the use of materials to meet student instructional needs.

The use of effective classroom teaching and learning practices that accommodate different learning, teaching and assessment styles have been implemented in our classrooms and expanded programs. Practices such as daily phonological awareness skill practice, strategically used Wonders' Tier 2 Intervention Mini-lessons to address skill deficits especially in grades 3-5, Phonics for Reading, REWARDS, and Wonders Intervention materials are designed to reach struggling readers. Additional supplemental time for struggling readers through RTI, Strategies classes, GLAD, differentiated instruction and assessments have been implemented to meet the needs of our targeted student populations. Intervention strategies will be implemented for summer school.

Middle School (grades 6-8) students struggling in their classes and not achieving as identified with data are placed in classes aimed at providing targeted support in their areas of need (i.e. phonics, fluency, comprehension, English language proficiency, as well as math standards deficits).

Union Gap School staff assess all students at the start of the school year (including new students) to determine if they need reading intervention. The staff fully embrace this practice and rely on student data to guide instructional decisions. Students are placed in an intervention program as they enroll

(depending on their identified needs). Students are also assessed within classrooms throughout the year to quickly identify students who are having difficulty mastering skills or who are performing below grade level.

These assessments assist staff in placing students at the appropriate instructional level. The following are a list of some of the support opportunities available for students:

- Enrollment in ELL Program based on level on ELPA21 (WIDA for screener)
- Enrollment in Math and Reading Intervention Classes
- Small group intervention reading classes based on diagnostic assessment
- Extended learning opportunities (HUGS) focused on reading and math interventions to meet specific student needs
- Supplemental Intervention classes in English language proficiency, math, and reading during the school day

A variety of monitoring schedules have been included in Staff meetings/ PLC's, which are appropriate for the strategy or activity. Action plans are designed to support and implement interventions for students in special programs such as migrant, ELL, students of poverty, and special education students. Monthly data meetings are conducted at every grade level or content area with administrators attending these meetings. Interventions are addressed at that time and instructional changes planned per data.

The district staff meet horizontally and vertically from grade to grade and also in content areas to improve instruction and to understand standards from grade level to grade level. Meetings with teachers, paraprofessionals, and administrative staff have occurred based on targeted needs and interventions planned for students at every grade level to determine the appropriate instruction and interventions needed to assist students towards mastery of standards especially in regards to foundational skills and priority standards.

Transition from grade level to grade level is easier in a district our size as students are in the same building PK – 8th grade. Formal transition plans occur at prekindergarten into Kinder and 8th grade to high school as we are a non-high district.

MEASUREABLE GOALS

Union Gap School believes all students can attain all academic goals created on a yearly basis. Intervention outlining instructional programs and additional services including extended learning and Response to Intervention model are used to assist students who have not met the goal including traditionally underserved populations.

Systemic interventions have been implemented to raise the achievement level of Union Gap's migrant, bilingual, special education and low income students in ELA and Math.

As we are a PK-8 school, our building goals are separated by grade level band as appropriate.

INSTRUCTIONAL STRATEGIES

Our professional development plan over the years has been developed using staff input (requests) as well as student achievement data. As a small district, we are forced to become the experts otherwise we have to rely on others to provide our professional development.

For the past several years, Union Gap School has focused on the following, which are aligned with improving instruction and student learning:

- ESL strategies-SIOP (vocabulary and comprehension)
- Reading in the content for ALL teachers
- Teaching academic language
- Response to Intervention (RTI) – Differentiated instruction
- Targeted instruction through the prioritization of skills and standards
- Writing – Handwriting Without Tears, rubrics aligned to CCSS
- Technology to Improve Student Learning
- Literacy Focus K-4
- CCSS Alignment
- First Steps Math
- GLAD
- ORIGO
- Phonological Awareness
- Oral Language Development – focus in primary grades and ELD students
- Participation in the Summer Book Up program that encourages families (K-2) to start a home library.

Strategies and interventions are continually researched to accomplish these goals by meeting the needs of our student population, particularly our subgroups. The current focus is Math, ELA and Science.

Studied and investigated best practices and research

- Grade Level Teams
- Researched best practices through attending workshops, trainings, and OSPI trainings and Menus of Best Practices and Strategies
- Search for schools with the same demographics as Union Gap that have shown great gains for their school populations to visit (there are none)
- Read and discussed information (articles, journals, internet etc.) about how to implement change and characteristics of effective schools
- Attended training for ELA, Math, Science, and English Language Learners

Visited and/or contacted successful schools and programs

- Talked with successful school staff at conferences and workshops attended

Received input from the whole staff and parents as the plan was developed.

- Surveys were given to parents
- Steering Committee (leadership team) comprised of parents, and staff. This format allows for continuous staff input throughout the school year.

Matched the solutions to priority needs

- Action Plans/Goals were created to find solutions to meet our priority needs through Steering Committee

Teaching and Learning – Union Gap School focuses on high expectations for all students (especially students of poverty, bilingual, migrant and special education students) with effective classroom teaching and learning practices that accommodate different learning, teaching and assessment styles. Additional supplemental time for struggling readers through RTI with differentiated instruction/activities that have been implemented to meet the needs of our targeted student populations. Intervention strategies implemented for our extended day programs and summer school continue during school breaks. The Administrative and Steering Committee Teams support the above components through their overall goals and the implementation of research driven best practice strategies to meet the diverse needs of our student population. Intentional teaching coupled with relationship building with students and their parents will increase all of our student's achievement levels and in particular our subgroups of migrant, bilingual, special education and students of poverty. This has been especially important this school year following 2020-2021 due to COVID.

ALIGNMENT TO STANDARDS***Math***

In the 2010-2011 school year, staff and administration began supplementing the current curriculum to meet state standards in math. Intervention calendars and activities (by standard) were created for each grade level based on student need and standards addressed. Our math scores since that time have risen. We also assembled a Math Leadership Team that created benchmark assessments per quarter for every grade level to track, through data, student attainment of math standards. Data shows that our instruction and assessment based on standard, positively impacts student achievement. All grade levels are transitioned to the CCSS and utilize progress monitoring and assessment data to inform instruction in that regard. This year we have set and implemented priority standards which will narrow the focus on standards that must be mastered within the grade level due to the current instructional model due to the impact of interruptions to learning due to the COVID-19 pandemic. Additionally, we have transitioned to the curriculum Illustrative Mathematics for grades 3-8 with a planned transition for grades Kindergarten through grade 2 planned in the near future.

English Language Arts

In the 2011-2012 school year, our CCSS Leadership team participated in CCSS-ELA trainings through ESD 105. At that time, we started looking at the transition schedule for CCSS-ELA and our curriculum. We utilized a ESD Literacy Consultant to begin looking at our Reading data. In 2012-2013 our school participated in the CCSS OSPI grant. We sent a leadership team of both administrators and certified staff members. We began data meetings per grade level/content area teams in 2012-2013 and began significantly aligning curriculum with the CCSS-ELA. In 2016-17 we focused on academic language, reviewed foundational skills K-3, and determined agree-to's for K-3 on sight word skill acquisition (reading and spelling) with progress monitoring. The district is in our fourth year of Wonders reading

curriculum adoption in grades Kindergarten through 6th grade. Though our state assessment data has shown continual improvement across grade levels, we are attempting to ensure our achievements in Math are matched in ELA and that the curriculum will provide the rigor needed for student success.

Component 3 – Activities to Ensure Mastery

Union Gap staff has always been organized into grade level teams and content level teams. Instructional staff have common plan time as well as weekly Professional Learning Community meeting times (90 minutes) in which to discuss instruction, student data and work. This is written into our master schedule. All teams have official agenda and minutes for PLC meetings. Agendas are provided prior to every meeting and the minutes are posted for administrative as well as grade/content level viewing. Effectiveness is seen through increased collaboration on instructional data and decision-making. This is verified through observed instruction and student growth.

Our PLCs also meet with our professional development partners to work on standards-based assessments and activities. These have been ongoing activities for the past 10 years and our data shows that this is effective in improving student academic achievement.

Grade level and content level teams (Preschool through 8th grade including Specialists and Special Education) also meet with their evaluator monthly for data analysis. At this time, the teachers give reports on their monthly data (progress monitoring) and instructional goals for the following month based on that data. This is the 9th year of data meetings and they are extremely effective in making sure that students that are not making growth are receiving interventions where needed in the upcoming month versus waiting for a benchmark assessment to reveal the lack of growth. Data is also utilized in intervention classes specific to middle school (Reading and Math Strategies courses), Special Education and English Language Learners. It is also used to place students in intervention classes prior to the start of every school year but also during the school year if data shows students need additional interventions.

Transition

We currently have an inclusionary Special Education Preschool classroom with a morning and afternoon cohort. Transitional Kindergarten will begin in January. Transition for students moving into Kindergarten begin in April following Spring Break every school year.

As we are a non-high district, 8th grade students transition to an area high school (typically Yakima School District). We work with Yakima School District to ensure transition to high school from one district to another. Students register for high school with teachers. Special Education departments from each YSD high school meet with the Special Education Director each spring to ensure seamless transition of our students on Individualized Education Plans.

Social/Emotional Learning

We facilitate SEL in our district through multiple sources:

- Coordination with county mental health providers
 - Yakima Valley Farmworkers Clinic - Behavioral Health Services
 - Comprehensive Mental Health
 - Children's Village – Behavior Assessment Team
- CharacterStrong, morning meetings, and the universal screener Panorama
- Individual or group counseling provided by school psychologist
- Family/Community Engagement Specialist
- Heart Venture Consulting professional development for staff

Professional Development

Our professional development plan over the years has been developed using staff input as well as student achievement data. As a small district, we are forced to become the experts in most areas, otherwise, we must rely on others to provide our professional development which is not fiscally responsible for the size of our district. Locally, we are considered experts in intervention, data driven district models and standards-based instruction. It is getting more and more difficult to find appropriate and beneficial professional development. We do utilize a math and an ELA consultant who help us progress but outside of that we rarely experience professional development that is reaching past where we already are instructionally.

We are in our fourth year of an adoption of a new ELA curriculum, second year for a math curriculum in grades 3 through 5, and third year for the science curriculum in grades 4 through 8. Professional development in this area will be delivered by current staff (typically administration) for new staff as well as where needed to improve the capability to provide targeted interventions. Ongoing training will be embedded in professional development days, staff meetings, and where needed individually to address the unique learning needs of students as well as to support teachers and paraprofessionals and their instruction.

Component 4 – Coordination and Integration

Program	Amount Available	How the Intents and Purposes of the Program will be Met
Basic Education	\$94,900	<p>To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed.</p> <p>Basic education funds are combined to support the activities listed above. Examples include: classroom teachers, curriculum and instructional support, supplemental materials, supplies, equipment, technology, extended learning, staff development, and substitutes.</p>
Title I, Part A	\$346,829	<p>To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education, and to close educational achievement gaps.</p> <p>Funds are used to support the activities above. Examples include: Salaries and Benefits, Parent Involvement and professional development.</p>
Title II, Part A	\$38,971	<p>Preparing and training effective teachers.</p> <p>Funds are used to support the activities listed above by covering the cost of teacher salaries and benefits for professional development for district designated days.</p>
Title III	\$20,684	<p>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.</p> <p>Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</p>

Learning Assistance Program (LAP)	\$486,517	To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements. K-4 literacy and math focus through professional development, instructional resources/supplies, salaries, and benefits.
Local Funds	\$100,000	To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed. Local Levy funds are combined to support the activities listed above. Examples include: classroom teachers, curriculum and instructional support, supplemental materials, supplies, equipment, technology, extended learning, staff development, nursing, and substitute costs.
Total	\$1,087,901	

All funds listed above will be used to support Union Gap School’s Improvement Plan by providing funding for the following:

- Academic assistance for all students, especially those with special needs (i.e., bilingual, students of poverty, migrant, special education, ELL, and students performing below grade level),
- Parent and community involvement activities,
- A safe and healthy learning environment,
- Hiring of highly qualified staff, and
- Professional development