

# Component 1 – Needs Assessment

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

## ► **Demographics**

**Demographics: October, 2018 - Student Count – 651**

### **Teacher Statistics (2017-2018)**

- 11.2 Average years of experience
- 48.6% of staff has master's degrees
- 2 teachers are National Board Certified
- 0 teachers with limited/conditional or emergency certificates

### **Student Demographics (as of October 2018)**

- 0.6% Asian
- 0.9% American Indian/Alaskan Native
- 77.7% Hispanic
- 0.5% Black/African American
- 18.1% White
- 2.2% Two or more races

### **Special Programs (as of October 2018)**

- 94.2% Free and Reduced Population
- 30.4% English Language Learners
- 6.9% Migrant
- 14.0% Special Education
- 1.2% Section 504
- 1.8% Homeless
- 0.2% Foster Care

### **Gender (as of October 2018)**

- 51.8% Male
- 48.2% Female

### **Other Information**

- 88.5% of students had fewer than two absences per month, on average (2018-2019)

## ► **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 625 students in grades preschool-8. Due to continued voter support, students and staff moved into a new facility in September 2009. The school completed construction for an additional wing which added six classrooms to the existing building in 2017. The primary purpose of the addition was to lower class sizes in Kindergarten through 3<sup>rd</sup> grade. The elementary school currently has 17 preschool and prekindergarten students, and 610 students in grades K-8<sup>th</sup> as of December, 2019.

The staff consists of approximately 80 certificated, classified and administrative staff. Union Gap hosts a multitude of events: sports competitions, extended day and evening student learning activities, community and District events, academic celebrations, parent learning nights, musical performances, etc. Union Gap School is used to host AAU sports practice and events, and class fundraisers open to the public. Our school is a hub for community and family involvement.

### **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. Additionally, the school continues to review data on a daily basis and a monthly basis with staff (continuous needs assessment). Our ELL students outperformed the state at most grade levels. Our school goals were developed from data analysis and 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, English Language Arts (ELA), especially K-4 Literacy (Strengthening Student Education Outcomes), and Science.

## ► **Student Achievement:**

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

- Math, ELA Smarter Balanced Assessment and Science WCAS
- DIBELS Next
- Phonological Awareness (PAA and PAST)
- Progress monitoring in reading and math
- Math benchmark data
- ELPA21

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.

## 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.**

### **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. 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 in order to focus on grade levels in need of focused intervention regarding discipline. The district analyzed the 2018-2019 data to plan prevention and intervention strategies for the 2019-2020 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 in order to provide support, when 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. Union Gap School District has implemented Mondays as an early release day. Staff uses 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 has been revised to ensure 90 minute “block” times for reading and math instruction for grades Kindergarten through 5th grade. There is additional time built in for RTI instruction in Reading K-5th grade. Middle school operates on a six-period day. All core content classes are taught before lunch, so students are never affected by our early release on Mondays and an alternate schedule exists to address lower grades. 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 6<sup>th</sup> grade. A 6<sup>th</sup> – 8<sup>th</sup> 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 in order 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 (Focus on keyboarding)
- CCSS alignment
- ORIGO Math
- LETRS
- SIOP
- GLAD
- Math – Standards based instruction
- WAKids
- Next Generation Science Standards
- Wonders Curriculum

### **Curriculum and Instruction:**

Union Gap students receive interventions through curriculum that addresses their areas of need. Diagnostic assessments are administered in order to target deficit skills. In 2016-2017, we focused on Phonological Awareness for all students in grades K-2<sup>nd</sup> and strategic and intensive students in grades 3-4. Our school psychologist completes 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, Reading Horizons, REWARDS, and adopted curriculum intervention materials are utilized to address the needs of our struggling readers. 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. Grades 3-8 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 in order to address skills deficit along with a computer program, IXL Math, where students work on their deficits outside of the math block. 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. This department continues to work on developing assessments to accompany their ELA progression.

Helping Union Gap Students (HUGS) is provided two days a week, after school for one hour, for students that need intervention in ELA and/or Math. Students are recommended by their teachers for this support based on their academic achievement data.

ELL classes are offered for students in a pull-out model for 45 minutes during the school day. In addition, an after-school model 4 days a week and support provided in the classroom within the school day allows for our ELD students to be highly supported.

Drama, Greenhouse Club, and Robotics are additional programs available for students who do not need academic intervention outside of the school day.

#### **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.

#### **► 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.

The following is the summary of results for those families that completed the 2019 Fall Parent survey (237):

- Each individual question was tallied in the survey (both English and Spanish). On average, 93% of the respondents marked "Agree Completely" or "Agree Mostly" on every question.
- 56% of our families have two or more students that are attending Union Gap School.
- 57% of our families speak English at home while 42% speak Spanish and 1% another language.

- 86% of our families visit the school sometimes, often or very often. Less than 10% of our families rarely or never visit the school.
- 65 families made additional comments to the survey. 97% were positive or neutral in response.

<p><b>What strengths – instructional, programmatic, and operational – does your gap analysis of the data substantiate?</b></p>
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**Instructional** – Union Gap School moved to Common Core Standards quicker than the transition plan. The district was proactive on giving teachers professional development on the CCSS which allowed teachers to begin making instructional changes well before the state assessment transition to the Smarter Balanced Assessment. Previously, we used Harcourt curriculum for our English Language Arts curriculum, but the rigor was lacking as was informational text resources. We adopted Wonders curriculum last year and are in our second year of usage. Creating benchmark assessments has been a challenge for our district due to the breadth of the standards and size of district/resources. We began brainstorming two years ago and have tailored progress monitoring to reflect student levels and areas of instructional focus this year for English Language Arts. Our district must continue to look for research-based strategies and materials to help bolster student achievement.

In 2015-2016 our School Psychologist and Speech Language Pathologist 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-4<sup>th</sup> 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. We have continued with this practice this year. State assessment data shows that these deficiencies need to be addressed as we are below state average in all grades but 6<sup>th</sup>-8<sup>th</sup> grades.

Math has been a more streamlined transition for our teachers instructionally. We broke down the math standards by quarter and created quarterly benchmark assessments in order 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 last year in all grades but three (4<sup>th</sup>, 5<sup>th</sup> and 7<sup>th</sup>).

**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
- 3 full computer labs as well as 2 computer labs on carts

- Increased access to keyboarding skills

### **Improving Learning Environment**

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

### **Improving Communication**

- Staff
- Community
- Families
- Students

### **Transition**

We currently have a Special Education Preschool and Title I funded Prekindergarten classrooms. Head Start is also housed in our building. Transition for students moving into Kindergarten begin in March of every school year.

As we are a non-high district, 8<sup>th</sup> 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 and the school psychologist. 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:

- Second Steps Curriculum (K-5)
- Coordination with county mental health providers
  - Yakima Valley Farmworkers Clinic Behavioral Health (house counseling in our district once a week)
  - Comprehensive Mental Health
  - Children's Village – Behavioral Assessment Team
- Zumba classes in PE/Health
- MTSS weekly meetings

### 2019 SBA Results - Final

	2015	2016	2017	2018	2019	2019	2015	2016	2017	2018	2019	2019	2015	2016	2017	2018	2019	2019
	3rd	3rd	3rd	3rd	3rd	▲	4th	4th	4th	4th	4th	▲	5th	5th	5th	5th	5th	▲
Reading	42.6	33.3	36.1	49.2	49.2	0.0	40.2	47.2	53.9	50	52.9	2.9	42	56.1	47.1	47.3	42.1	-5.2
Math	65.3	60	61.1	64.6	79.4	14.8	57.5	61.3	50	51	50.7	-0.3	45.5	59.4	44.2	37.8	36.8	-1.0
Science	X	X	X	X	X	X	X	X	X	X	X	X	44.1	71	68.5	47.2	44.7	-2.5

	2015	2016	2017	2018	2019	2019	2015	2016	2017	2018	2019	2019	2015	2016	2017	2018	2019	2019
	6th	6th	6th	6th	6th	▲	7th	7th	7th	7th	7th	▲	8th	8th	8th	8th	8th	▲
Reading	74.2	64.7	71.6	69.6	78.4	8.8	62.1	63	60.6	59.3	64.8	5.5	64.4	63	62.5	52.3	70	17.7
Math	77.6	69.1	74.6	59.4	59.5	0.1	52.3	66.1	49.1	64.4	43.7	-20.7	51.1	41.5	70.3	47.7	51.7	4
Science	X	X	X	X	X	X	X	X	X	X	X	X	44.4	57.5	75	33.8	61.7	27.9



## Component 2 – Reform Strategies

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### **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 2<sup>nd</sup> grade classrooms (Foundational Skills) as well as 3<sup>rd</sup> and 4<sup>th</sup> grade struggling readers. We continued to screen oral language skills of all incoming kindergarten students. 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, Reading Horizons, 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 90-minute 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 a computer program, IXL 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, Phonics for Reading, Reading Horizons, 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 implemented for our extended day programs, and summer school continue during school breaks.

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 as well as math standards deficits).

Union Gap School staff assesses 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 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
- Enrollment in Math and Reading Intervention Classes
- Small group intervention reading classes based on diagnostic assessment
- Extended learning opportunities (after school tutoring) focused on reading and math interventions to meet specific student needs.
- Supplemental Intervention classes in 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, i.e., migrant, ELL, students of poverty, bilingual 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. K-4 has met in previous years to come up with "agreed to's" so that every grade level understands mastery of standards especially in regard to foundational skills.

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

## **MEASUREABLE GOALS**

Union Gap School believes all students can attain all goals created on a yearly basis. Intervention outlining instructional programs and additional services including extended learning and Response to Intervention model 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 a 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
- 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 a summer book program that encourages families to start a home library. This program began in the 2016 school year.
- Use of our greenhouse and Heritage University to provide Science Exploratory classes to our 6<sup>th</sup> – 8<sup>th</sup> grade students to further Science experiences to involve STEM and robotics.
- Robotics after school programs in grades 3-5

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
  - Searched 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, and Science
- **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 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.

## **ALIGNMENT TO STANDARDS**

### ***Math***

In the 2010-2011 school year, staff and administration began supplementing our current curriculum in order 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 in order 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.

### ***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 tos for K-3 on sight word skill acquisition (reading and spelling) with progress monitoring. The district is in their second year of Wonders reading curriculum adoption in grades Kindergarten through 6<sup>th</sup> grade. Though our state assessment data has shown continual improvement across grade levels, we are attempting to match our achievements in Math and are hopeful that the new curriculum will provide the rigor needed.

## Component 3 – Activities to Ensure Mastery

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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 8 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 on a monthly basis 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 7th 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 in order to place students in intervention classes prior to the start of every school year but also during the school year if data shows students are in need of additional interventions.

In addition, we utilize a Response to Intervention model of instruction. Our instructional staff provide 90 minutes of instruction in Reading and Math with 30 – 45 minutes of intervention (differentiated instruction) on a daily basis in grades Kindergarten through 5<sup>th</sup> grade. Extension of standards based activities are completed at this time for at grade level students.

In addition to our normal schedule, Union Gap School also provides additional academic assistance to students in grades K - 8 two days a week. Students asked to participate are those who are showing signs of intervention needs in Reading and/or Math. The school provides transportation home at 4:15 on Tuesdays and Thursdays. Our after school ELD program provides additional instruction for language acquisition 4 days a week. Parents agree to provide transportation two days a week to give students more intensive support after school.

### **Transition**

We currently have a Special Education Preschool and Title I funded Prekindergarten classrooms. Head Start is also housed in our building. Transition for students moving into Kindergarten begin in March of every school year.

As we are a non-high district, 8<sup>th</sup> 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 and school psychologist. 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:

- Second Steps Curriculum (K-5)
- Coordination with county mental health providers
  - Yakima Valley Farmworkers Clinic - Behavioral Health (in-house counseling in our district once a week)
  - Comprehensive Mental Health
  - Children's Village – Behavior Assessment Team
- Zumba classes in PE/Health
- Individual or group counseling provided by school psychologist

### **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 have to 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 consultant who helps us progress but outside of that we rarely experience professional development that is reaching past where we already are instructionally.

We are in our second year of an adoption of a new ELA curriculum. Professional development in this area has been beneficial during our district professional development time but this will probably be the last year of needed curriculum based training.

Staff surveys will be completed by April, 2020 to determine professional development needs for 2020-2021.

## Component 4 – Coordination and Integration

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Program	Amount Available	How the Intents and Purposes of the Program will be Met
Basic Education	\$70,000	<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	\$319,126	<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	\$37,111	<p>Preparing, training, and recruiting effective teachers, principals, or other school leaders.</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	\$23,952	<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)	\$526,801	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, and substitute costs.
Total	\$1,076,990	

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

- the hiring of highly qualified staff
- professional development
- 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 and
- a safe and healthy learning environment.