

LEA

Program Monitor

Date

Item	Description	Evidence	Determination	Actions Required	Comments
16.1	<p>LEA Accountability Plan <i>LEA Accountability Plan focuses on access and opportunity for all students and includes evidence-based interventions addressing student academic learning and achievement as well as school quality and success measures. LEA describes how schools identified for comprehensive and targeted support will be supported, reviewed and what funding sources will be used in their support. (WA ESSA Plan p. 62-63)</i></p> <p><i>A description of how the local educational agency will carry out its responsibilities under section 1111(d) for schools receiving funds under this section, including how the local educational agency will – [...] (F) as appropriate, modify practices and policies to provide operational flexibility that enables full and effective implementation of the plans described in paragraphs (1) and (2) of section 1111(d) (ESEA 1003(e)(1))</i></p>	<p>LEA Level</p> <p><i>LEA does not have majority of schools identified for Comprehensive or Targeted support:</i> <input type="checkbox"/> A. N/A – LEA does not have a majority of schools identified to receive Comprehensive or Targeted support. <i>Please add comment noting LEA does not have a majority of schools identified.</i></p> <p><i>Majority of schools in LEA identified for Comprehensive or Targeted Support:</i> <input type="checkbox"/> B. LEA has a majority of schools identified to receive Comprehensive or Targeted Support and has an LEA Accountability Plan (upload plan as evidence). LEA Accountability Plan should:</p> <ul style="list-style-type: none"> • Outline how the LEA has identified inequities of access, opportunity, and attainment and how those inequities are being addressed. • Identify achievement and accountability goals. • Include evidence-based interventions that support teaching and learning and the conditions that support student learning and achievement. • Detail LEA/school strategies to address school quality and success measures (i.e. at a minimum: attendance, 9th graders on track, and access to advanced/dual course taking). • Describe how schools identified to receive 	<input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited		

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		<p>Comprehensive or Targeted support will be supported by LEA.</p> <ul style="list-style-type: none"> • Outline funding sources used to support schools identified to receive Comprehensive or Targeted support. <p><input type="checkbox"/> C. Describe or provide evidence (e.g. budget data) any identified resources inequalities across the LEA.</p> <p><input type="checkbox"/> D. Describe or provide evidence of the practices or policies (e.g. policy or procedure document(s)) the LEA has in place to ensure that the schools with the greatest needs (e.g. schools identified for Comprehensive or Targeted support) are receiving necessary resources to support school improvement efforts. If applicable, include information on ways that the LEA has modified practices and policies to provide identified schools with the operational flexibility that enables full and effective implementation of the plans.</p> <p><i>Majority of schools in LEA identified for Comprehensive or Targeted Support and Targeted 1-2 and/or Foundational Schools:</i></p> <p><input type="checkbox"/> E. If applicable, describe the LEA guidance or policy for school improvement plans for schools that are identified for Targeted support for 1-2 student groups or Foundational improvement support.</p>			
16.2	<p>School Improvement Plans Schools Identified for Comprehensive Support or Targeted Support</p> <p><i>For each school identified by the state and in partnership with stakeholders (including principals</i></p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Describe the process or steps the LEA takes to provide feedback and approve a Comprehensive or Targeted school improvement plan. Also detail how the LEA regularly reviews progress of school</p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p> <p><input type="checkbox"/> N/A</p> <p><input type="checkbox"/> N/A – Limited</p>		

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	<p><i>and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes. (ESEA 1111(d)(1)(B))</i></p> <p><i>At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan. (WAC 180-16-220(b))</i></p> <p><i>(See also RCW 28A.655.235(3))</i></p>	<p>improvement plans (e.g. State of the schools, school board meeting presentations, etc.). (250-1000 words)</p> <p>If the process for the LEA regularly reviewing the progress of school improvement plans is the same as an answer provided in 16.1.D then just note "See 16.1.D" as comment.</p> <p>Building Level</p> <p><input type="checkbox"/> B. For schools identified for Comprehensive support, identify which of the following evidence-based practices are documented in the school improvement plan and briefly describe their implementation status:</p> <ul style="list-style-type: none"> • Multi-Tiered System of Support (MTSS) • Universal Design for Learning (UDL) • Practices from the Menu of Best Practices for Mathematics • Practices from the Menu of Best Practices for English Language Arts • Practices from the Menu of Best Practices for Behavior • Practices vetted through the What Works Clearinghouse • Other (Specify) <p><i>Note: If the practice is from the Menu of Best Practices, simply add comment to refer monitor to Section 2.1.A and 2.1.B.</i></p> <p><input type="checkbox"/> C. Provide at least one artifact of evidence of public and stakeholder participation in the school improvement process. Evidence could include:</p> <ul style="list-style-type: none"> • School Board meeting agenda and minutes. • Narrative describing efforts to ensure stakeholder participation. 			

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		<ul style="list-style-type: none"> • Notification letter/communication to stakeholders to participate in plan development. • List of families/stakeholders that provided feedback or participated in plan development, etc. <p><i>For 16.2.D, OSPI staff will review the uploaded SY 2019–2021 school improvement plan on the School Improvement Plan SharePoint site. If a comment from OSPI is present below, additional evidence or revisions are needed for 16.2.D. Otherwise 16.2.D is Compliant and does not require a response.</i></p> <p><input type="checkbox"/> D. School(s) identified to receive Comprehensive or Comprehensive Low-Graduation Rate support(s) has(have) a school improvement plan that meets the requirements set forth in ESEA Sec. 1111(d)(1)(B) and WAC 180-16-220.</p>			