

2019-20 Chimacum Elementary School Improvement Plan

This page is an executive summary overview of the Chimacum Elementary Title I School Improvement Plan (SIP). This plan includes the required four Title I components of a SIP, as well as supporting data for each component. **The school improvement team will present an overview of this plan to the Chimacum School Board on the following components of the school improvement plan on Wednesday, Nov. 13:**

The CES Climate plan includes...

1. Transition two former schools, staff and students into a grades 3-6 configuration in an upgraded facility while creating positive and effective student and staff climate
2. Continue tier I and implement tier II Positive Behavioral Interventions & Supports to improve the campus climate and learning environment
3. Increase student attendance to 95% and decrease unexcused absences
4. Decrease behavior referrals
5. Educate students to prevent, recognize, refuse and report bullying- reducing instances of bullying.
6. Increase playground safety with behavioral expectations and supervision

The CES Academic Growth plan includes...

1. Bridges in Mathematics year three implementation & continued PD
2. Measures to boost CES performance on state tests beyond the state average in English/Language Arts, mathematics & science
3. A focus on Common Core State Standards (CCSS)
4. Implement the Fountas and Pinnell Benchmark reading assessment & Leveled Literacy as a Tier II reading intervention
5. Implement extended learning options such as tutoring, Robotics club, First Lego League Robotics, cribbage club, and summer learning programs
6. Teacher professional development in CCSS, Fountas & Pinnell, Bridges Math, teaching STEAM in the garden & classroom, PBIS

The CES Community Engagement Plan includes...

1. Build on existing community partnerships-Boeing Bluebills, AAUW, CWP, etc.
2. Parent & family events - Meet and Greet, Back to School Night, Conferences
3. Meet with 95% of families for teacher/parent/student conferences
4. Improved communication - Facebook, website, Bloomz, school newsletter, voice callout system, Coffee & Conversation and parent and community member volunteers
5. Rebuild PTA

SIP CONTENTS

1. Needs Assessment
2. Schoolwide Reform Strategies
3. Activities to Ensure Mastery
4. Coordination and Integration

TITLE I, PART A SCHOOLWIDE PLAN	
Name of District/Building: Chimacum Elementary School	Date: 2019-2020 School Year
COMPONENT #1: NEEDS ASSESSMENT	
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
Plan	<p>School Description: Chimacum Elementary School (CES) serves students in grades 3-6. This is the first year for a transition to a new building with grade 6. There are 5 new classroom teachers to the staff of CES for the 2019-20 school year. Staff is comprised of 12 classroom teachers, three specialists (shared with other schools in the district), a Title 1/LAP funded reading interventionist and three Paraprofessionals, and part-time counselor. Serving students in Special Education is a resource room staffed by a full-time Special Education teacher, and Paraprofessionals. Additionally, students with IEP needs are served by a district-wide Occupational Therapist, and Speech and Language Pathologist (SLP).</p> <ul style="list-style-type: none"> ● Mission- Use Science, Technology, Engineering, Art and Math as a foundation for unique and powerful learning experiences rooted in our community. ● Vision- Grow students who, through powerful community-connected learning experiences, are prepared for life's requirements, challenges, and adventures and empowered to be engaged citizens and creative problem solvers. ● Motto-"We grow kids!" <p>School Demographics: Chimacum Elementary School is made up of 197 students and is comprised of 57.8% male and 42.2% female students (OSPI, May 2018)</p> <p>Race/Ethnicity statistics (Skyward November 2019): Hispanic/ Latino of any race(s): 5% American Indian/Alaskan Native: 1% Asian: 3% Black/African American: .05% White: 84% Two or More Races: 6%</p> <p>Special Programs Low Income 51.9% Special Education (Feb. 2018): 16.6% Transitional Bilingual: 1% Section 504: 1% Migrant: 0.5%</p> <p>Staffing Information Certified classroom Teachers: 12 FTE Specialists: 1 reading specialist, 1 Library media specialist (.5), Physical Education (1.2), Music & Choir shared with Chimacum Creek Primary and Chimacum Junior Senior High School Average Years of Experience: not available until Dec. 2018 - OSPI</p>

Teachers with a Master's Degree: 58.8% -2017-18 OSPI
 Administrative: 1.0 FTE Principal
Classified:
 Paraprofessionals: 6.88 FTE (includes Special Education, LAP, Administrative Assistants, & basic education/supervision)

Multiple sources of data are collected and examined to plan for student optimum student achievement, including: OSPI Report Card Data, Measure of Academic Progress (MAP), Smarter Balanced Assessment (SBA), ELPA21, and Skyward Attendance and SWIS Discipline Data.

A School Improvement Team (SIT) will consist of representatives from classroom teachers and specialists and will guide the improvement of Chimacum Elementary. The main areas of focus will be to improve academic achievement for all students in English language arts, mathematics, science and social emotional learning.

Do

Chimacum Elementary School uses multiple measures of assessment to inform instruction and best determine student needs. Reflection on data and student behavior is done regularly through school improvement team meetings (SIT), professional learning communities (PLC) in grade level teams on early release days, English Language Arts (ELA) and Positive Behavior Intervention and Supports (PBIS) teacher focus teams, and data team meetings where classroom teachers plan next instructional steps based on formative assessment. Minutes and agendas reflect discussion on best practice, academic interventions, and are based on student and teacher needs.

Study

Enrollment data for CES from October 2019:

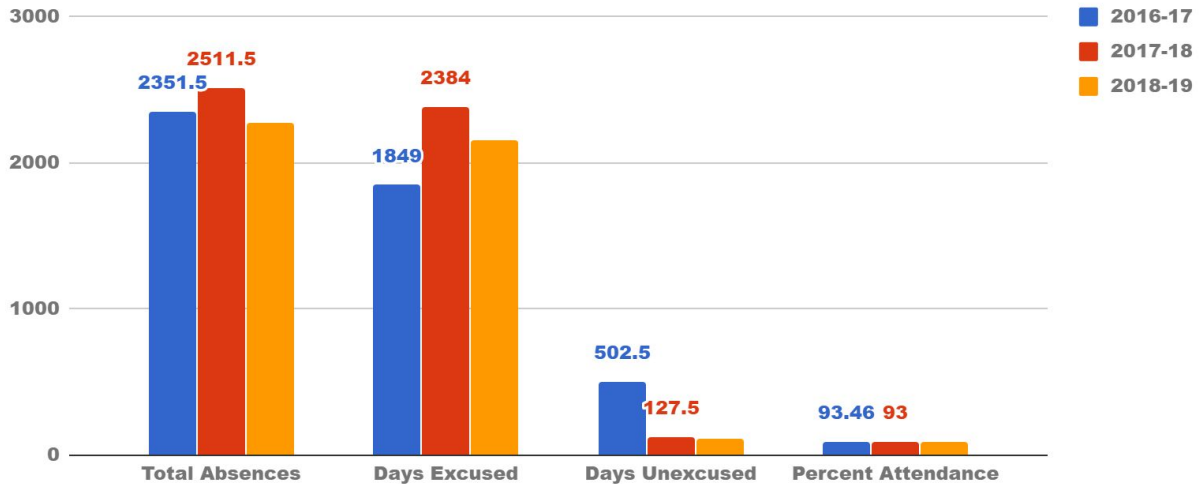
Grade level	Number of Students
Grade 3	75
Grade 4	49
Grade 5	64
Grade 6	65
	TOTAL: 253

Attendance and Tardies:

School Year	Average Daily attendance %	Days Excused	Days Unexcused	Total Absences
2018-19	93.13%	2155	114	2269.50
2017-18	93%	2384	127	2511.50

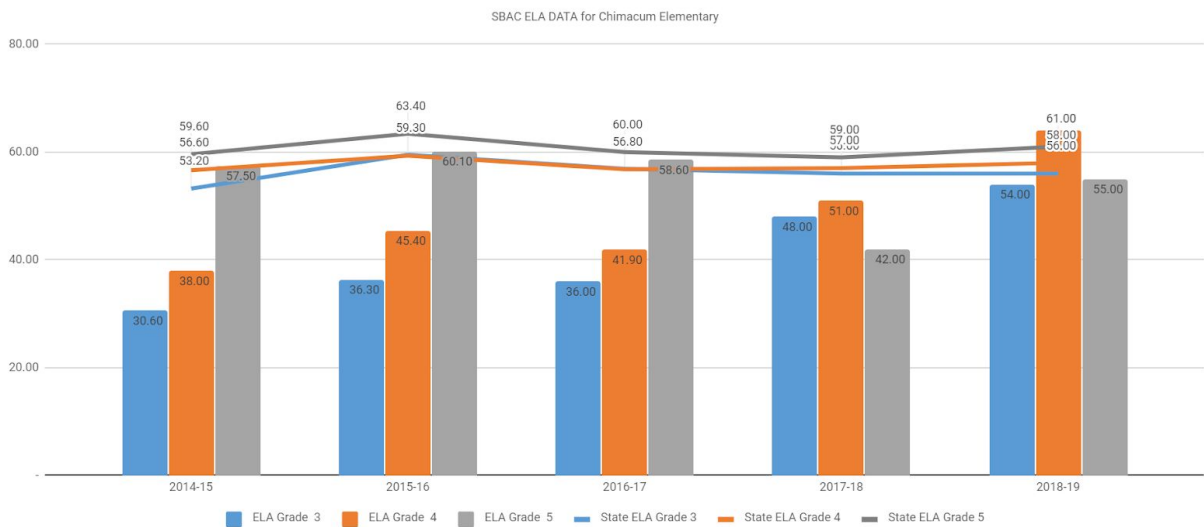
2016-17	93.46%	1849	502	2351.50
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CES Attendance 2016-2019



School Achievement:

Smarter Balanced Assessment (SBAC):



The Smarter Balanced Assessment (SBA) data shows the highest academic gains on the Smarter Balanced Assessment in English Language Arts (ELA) for all grades in Chimacum Elementary School's SBA history with grade 4 exceeding the State average for the first time. Grade 3 made a 6 point increase, grades 4 and 5 both made a 13 point increase compared to the 2017-18 SBA ELA scores. Grade 6 was

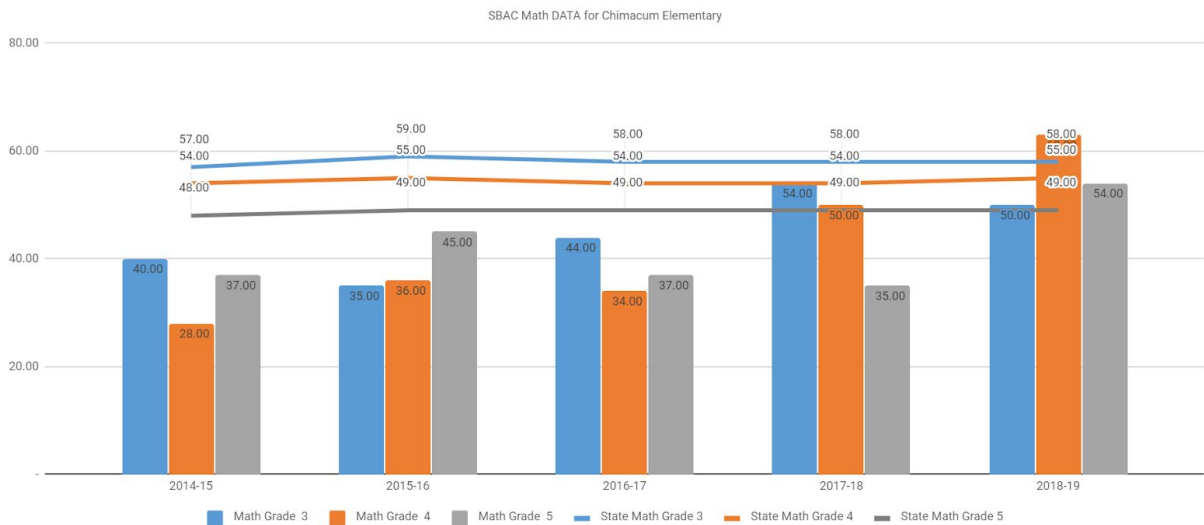
served the previous middle school configuration in 2018-19. Under that configuration grade 6 scored 50% in ELA compared to the State average of 58%. In mathematics, grade 6 fared poor with 25% proficiency compared to the State average of 47%.

The 2018-19 SBAC assessments for ELA showed the largest weakness in grades 3 and 5 was comprehending Literary Text and for grade 4 was identifying Central Ideas in Informational Text.

- Grade 3 (this year's 4th graders) made important gains in understanding Informational Texts compared to last year with many targets above Proficiency Standard. Those students struggled with Literary Texts, though, having to improve in identifying central ideas, word meanings, and language use in Literary Texts.
- Grade 4 (this year's fifth graders) areas of weakness were understanding central ideas in Informational Text, analysis within or across texts, and identifying text structures and features.
- Grade 5 (this year's 6th graders) need more support with Literary Text in determining precise word meanings as well as analyzing text structures and features. We will also continue our instructional focus on understanding word meanings and figurative language (metaphor, simile). For Informational Texts, students did not perform as well as expected in determining main idea and key supporting details with noted weakness in relating knowledge of text structures (e.g. chronology, comparison, cause/effect, problem/solution).

Writing also proved to be an area of difficulty for CES students on the SBAC.

- Grade 3 scored low in writing and revising brief narrative texts that demonstrate narrative techniques but made gains in composing full text narratives. Third grade also struggled with editing their writing, analyzing informational sources and citing evidence. Lastly, students scored need to improve with interpreting and integrating researched data to use as evidence to support opinions and ideas.
- Grade 4 also showed weakness in editing narrative, informational and opinion texts and citing evidence to support opinions and ideas.
- Grade 5 struggled with revising brief and full texts to demonstrate specific narrative techniques. Using evidence. Editing was also weak as well as using evidence to support ideas, opinions, or analyses.

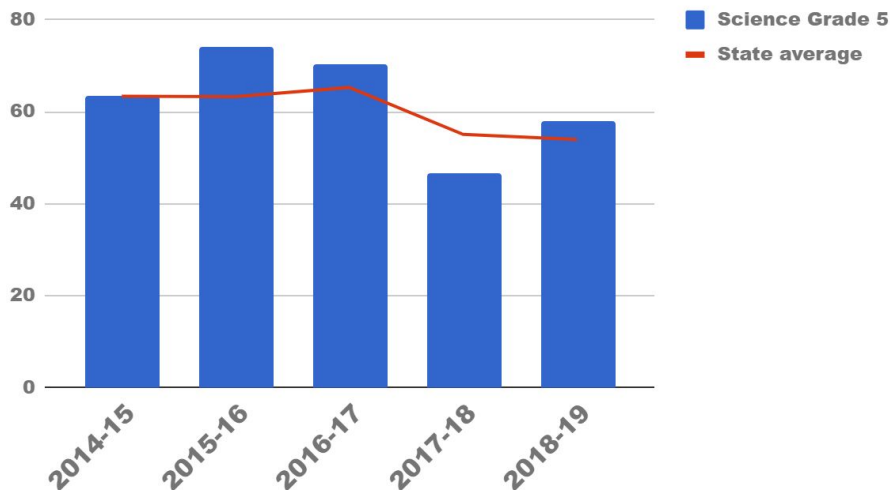


Mathematics showed some overall gains on the SBAC but also had many areas of improvement:

- Grade 3 dropped from 54% in 2017-18 to 50% in 2018-19. Solving problems involving the four operations, developing an understanding of fractions as numbers, and representing and interpreting data proved to be the most difficult for grade 3 students.
- Grade 4 improved from 50% in 2017-18 to 58 % in 2018-19. Mathematical concepts that grade 4 students struggled with the most were understanding factors and multiples, and solving problems involving measurement and conversion of measurements from larger to smaller units.
- Grade 5 also improved dramatically from 35% of students meeting standards in 2017-18 to 54% in 2018-19. This mark exceeded the state average by 5%. Our students did not display performance relative to proficiency in writing and interpreting numerical expressions.

The Next Generation Science Standards (NGSS) were tested for the second time last year using the Washington Comprehensive Assessment of Science (WCAS). 58% of our fifth grade students passed the science assessment which was above the state average of 54%. In the 2017-18 school year, which was the first year for the WCAS, Chimacum Elementary 5th graders scored 46.8% which was below the State average. The NGSS standards will continue to be a focus for the 2019-20 school year. Already, teachers have logged many hours of professional development with the “Growing Elementary Science” partemish and with the OESD #114 implementing Next Generation Science Standards taught in our school garden.

Smarter Balanced Assessment- Science Grade 5



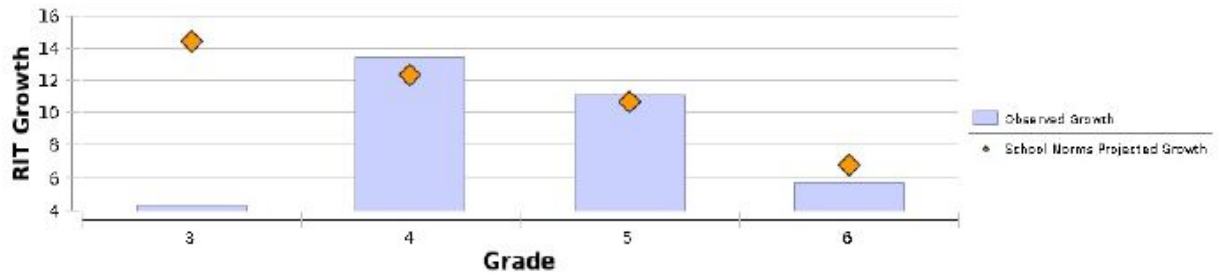
Northwest Educational Associates (NWEA) Measurement of Academic Progress (MAP):

The NWEA MAP assessment is administered in fall, winter and spring to all students.

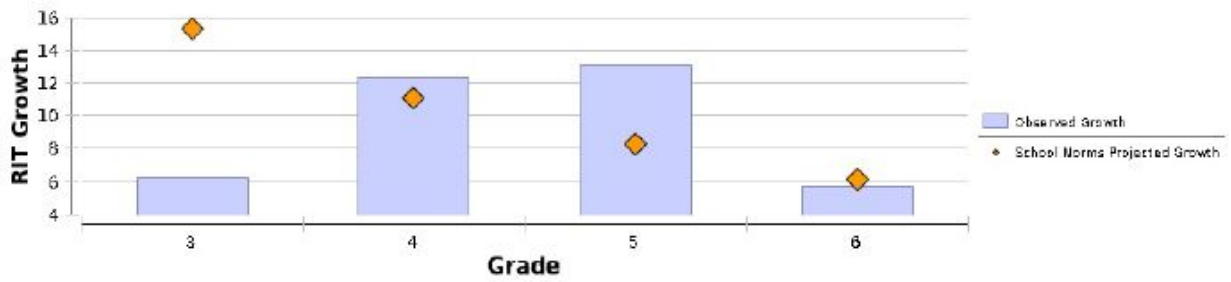
Below are the overall growth summary data given to all students in the fall of 2019. The orange diamond represents the amount of growth expected for one year's growth, and the blue bar represents actual growth on the MAP assessment. MAP is a norm referenced, national sampling with over 2 million students and is highly predictive of SBA performance. Based on the September data, our grade three students need significant intervention in both reading and mathematics to catch up to grade level standard in grade 3 for both ELA and math, and in grade 6 for mathematics.

This data shows that our current 3rd graders are entering as well below acceptable growth levels. Grades 4 and 5 show growth exceeding one year's growth and grade 6 is slightly below their projected growth goal.

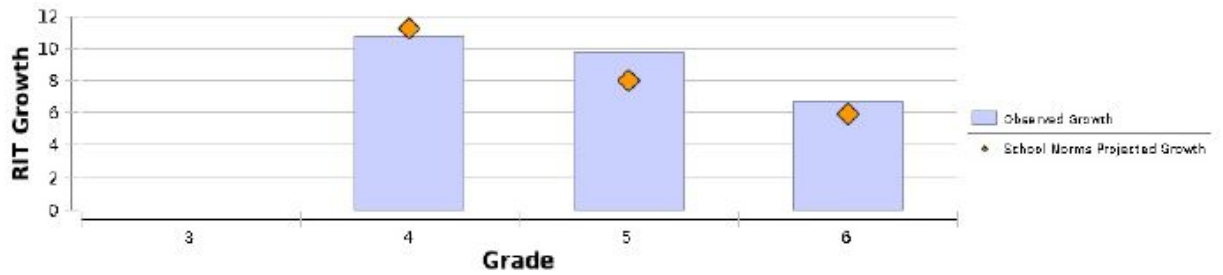
Mathematics



Reading



Language Usage

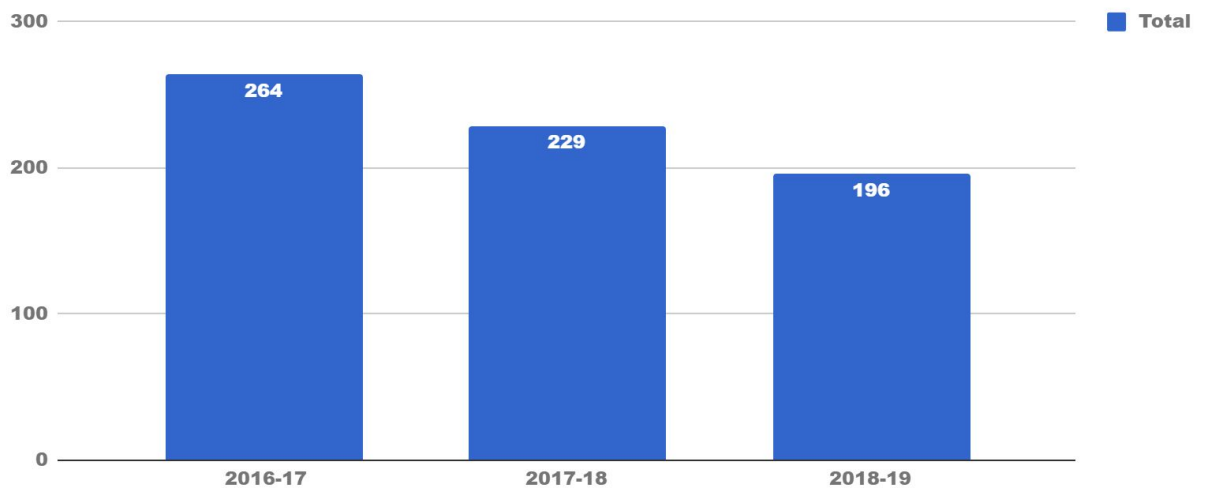


Discipline Data:

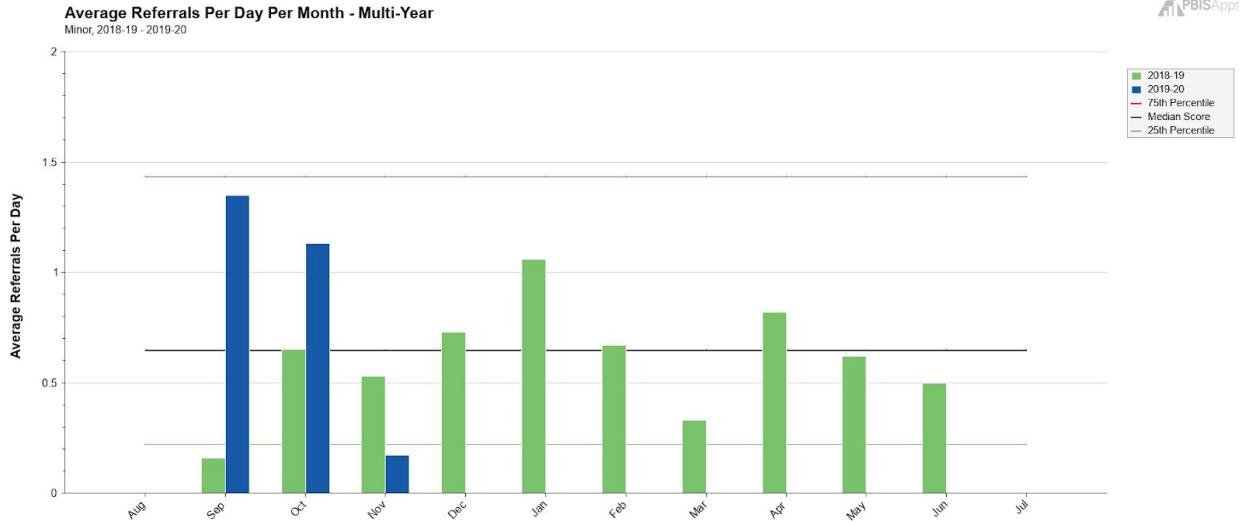
The following is discipline data using SWIS:

Discipline comparing referral data from 2018-19 to the start of 2019-20 school year:

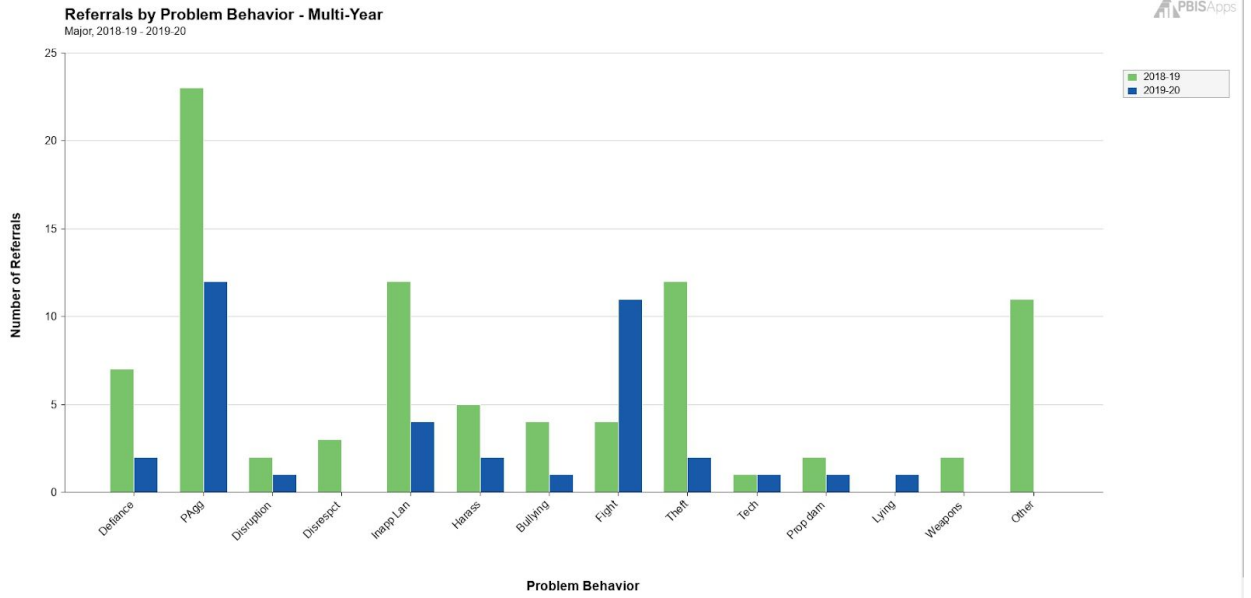
Total Discipline referrals



Average referrals per month:



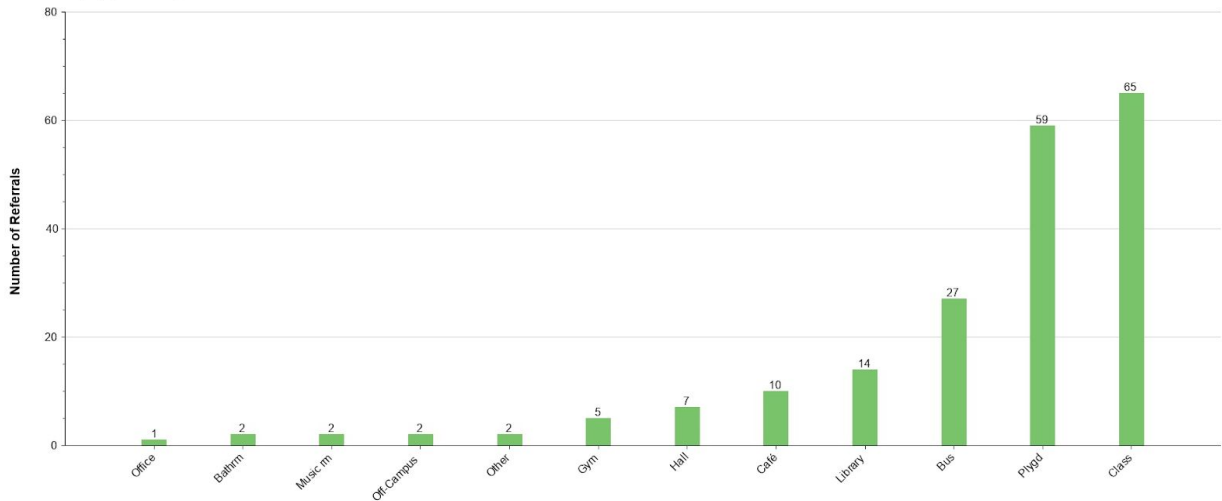
Referrals by problem behavior:



Referrals by location:

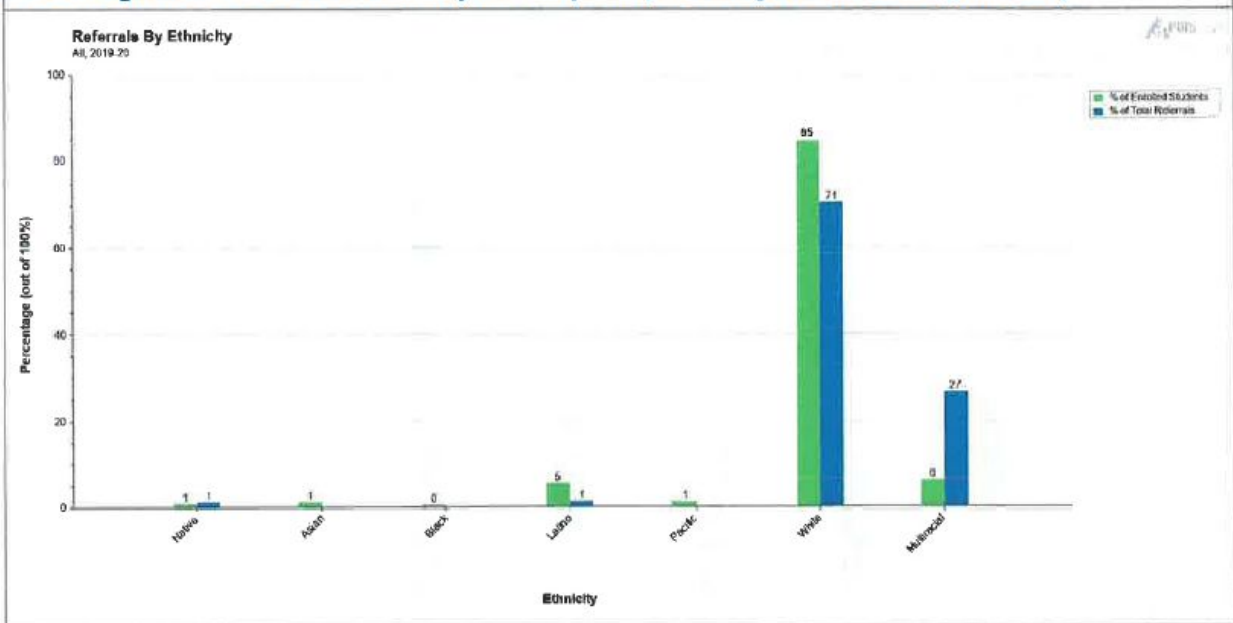
Referrals by Location

All, Sep 1, 2018 - Jul 1, 2019



2018-19 students with referrals by Ethnicity:

Percentage of all enrolled students by ethnicity and percentage of referrals by ethnicity



In analyzing the behavior data from the 2017-18 and 2018-19 school years, the following was found to be true:

- Behavior referrals decreased by 14.4%
- Physical harm, disruptive conduct, and defiance remain areas of improvement
- The playground and classroom are the highest area of behavior referral incidents
- Behavior referrals occur in the highest frequency on Fridays and mid day during the time of recess
- 85% of enrolled students that identified themselves as white received 79% of the behavior referrals.
- 8% of students that identified at multiracial received 18% of behavior referrals and Latino students make up 5% of our student body and received 2% of referrals, - this is an area of improvement

Act

School improvement will be measured, modified, and adjusted through the use of formative assessments such as MAP, Bridges in Mathematics unit assessments, Journey's ELA unit assessments, SBA, SWIS

Behavior data, Skyward attendance data, and interim assessments. PLC teams, SIT leadership team, data meetings, and teacher Focus Teams in PBIS and ELA will review data throughout the year and adjust instructional planning accordingly. At the end of the year, staff will revisit the School Improvement plan and provide feedback on how we can further improve the plan. Behavior consultant Maggie Shultze will work with CES staff to improve behavior disproportionalities and school PBIS teams will analyze and monitor data to track improvements.

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

Plan Professional Learning Communities (PLC's) such as ELA and PBIS Focus teams, School Improvement Team (SIT), Data meetings, and grade level collaborative teams will analyze and evaluate:

- Core instruction (tier 1 & 2) and access to all at grade level
- Tiered Support Model
- Data-Based Decision Making for Instruction
- School Climate
- Implementation of Best Practice

Do Based on a review of multiple sources of data including: OSPI Report Card Data, Measure of Academic Progress (MAP), Smarter Balanced Assessment (SBA), and Skyward Attendance and Discipline Data the SIT team recommends 2019-20 School improvement efforts will also be in these areas:

1. Student Achievement:

- a. ELA SMART goals:
 - i. 60% of 3rd graders will meet or exceed standard as measured by SBA.
 - ii. 60% of 4th graders will meet or exceed standard as measured by SBA.
 - iii. 60% of 5th graders will meet or exceed standard as measured by SBA.
- b. MATH Smart Goals:
 - i. 60% of 3rd graders will meet or exceed standard as measured by SBA.
 - ii. 60% of 4th graders will meet or exceed standard as measured by SBA.
 - iii. 60% of 5th graders will meet or exceed standard as measured by SBA.
- c. Implement Bridges in Mathematics curriculum- Year #3
- d. Continue to align Journeys English Language Arts (ELA) to CCSS
- e. Implement Tier 2 PBIS and refine tier 1 PBIS with Dr. Maggie Shultze
- f. Increase opportunities for students to engage in information text - National Geographic Kids Magazine, NewsELA, ReadWorks
- g. Implement Fountas & Pinnell Benchmark Assessment & Leveled Literacy Reading Intervention
- h. Analyze current writing instructional practice and materials- Purchase supplemental materials to support Journey's ELA curriculum including Night Zookeeper for grade 3.

2. Extended day learning opportunities for struggling students:

- a. Before & after school tutoring
- b. Summer learning program
- c. FIRST Lego League STEM Club
- d. Cribbage Club
- e. Student video club to support Eagle Video Message to students

3. Professional Development for teachers and staff

- a. Fountas and Pinnell Benchmark Reading Assessment
- b. Fountas and Pinnell Leveled Literacy Tier II reading intervention
- c. Reading comprehension training & supplemental materials- Fountas & Pinnell
- d. Teacher book studies to address ELA achievement deficits using Visible Learning Strategies, teaching students of poverty, adverse childhood experiences, and effective teaching practices.
- e. Visible Learning Conference for selected teacher leaders to learn high leverage teaching practices
- f. Daily 5/CAFE/Fountas & Pinnell PD to address reading comprehension, fluency, accuracy, and vocabulary

- g. Safe & Civil Schools to support classroom behavior management techniques, classroom management, expectations as well as survey tool to survey students, families, and staff.
- h. PBIS Consultant Maggie Schulze, Ph.D and to support CES in developing a PBIS system focusing on tier II for 2019-20.
- i. Behavior consultant Jessie Gaudio to offer support in creating functional behavior Assessments (FBA's) and behavior intervention plans (BIP's) to support positive student behavior so students can be successful in their academics.
- j. CES teachers to observe other teachers to learn new effective teaching strategies.
- k. Alignment of Journeys ELA adoption to CCSS & identify & purchase supplemental materials
- l. Year 3 implementation & PD focusing on effective use of Bridges in Mathematics
- m. Professional Learning Communities (PLC's) focused on continually collaborating during early release time to improve instructional practices. Training will be provided for new teachers.
- n. Vertical Teaming with K-6 staff to plan instructional next steps based on assessment
- o. Bridges Math PD focusing on the struggling learner & CCSS pacing
- p. Professional Learning Communities (PLC) training on effectively collaborating with colleagues to plan instruction based on assessment data.

4. Behavior and Discipline

- a. Second Steps anti-bullying curriculum taught at all grade levels by our school counselor
- b. Positive Behavior Intervention and Supports (PBIS) implementation
 - i. Tier I support & Tier II systems implemented in 2019-20 with coaching from Dr. Maggie Schultze from Sound Supports
 - ii. Student Success Team (SST) process to support students
- c. Increase student attendance to 95%, and decrease unexcused absences
- d. Build a positive relationship with every child at Chimacum Elementary School
- e. SWIS behavior & data tracking
 - i. Update behavior referral forms with PBIS expectations
- f. Refine and continue school wide behavior expectations, behavior matrix, and lessons to teach the expectations.
- g. Create weekly school video reinforcing PBIS reward system for behavior, school wide behavior expectations, that feature students and staff.
- h. Behavior consultant Jessie Gaudio to provide functional behavior assessments (FBA) and behavior intervention plans (PIBs) to tier II/III students who are struggling with behavior that is negatively impacting their education.
- i. Increase student safety and experience at recess
 - i. Increased visibility of recess supervisors
 - ii. SafeSchools training on recess supervision
 - iii. Clear recess expectations with teacher developed lessons for recess behaviors
- j. Wellness room/sensory track to support students in calming before behavior escalation occurs.
- k. Investigate mental health/counseling opportunities for students who are displaying behaviors and are negatively impacting their learning.

5. Transitions of students

- a. Placement of students and build classes with input from parents, teachers, specialists, and administrator. Standardized placement procedures will be implemented.
- b. Incoming second grade students will visit Chimacum Elementary School in the spring to tour the school, eat a meal, meet staff, and learn about programs.
- c. Exiting sixth graders will tour Chimacum Junior Senior High to meet staff, & attend an orientation of their new school. An end of the BBQ will include all 2nd through 6th graders that will include a tour of the school, information about programs for parents, and meet teaching teams and staff.
- d. Student placement letters sent home in July so families and students can know early who their next year teacher is

6. Community partners

- a. PTSA- Classroom supplies, teacher grants, STEAM support,
- b. STEAM Lego curriculum & FIRST Lego League - PTSA, Chimaicum School District, Boeing BlueBills, Carls Lumber, Arrow Lumber, Edensaw Woods
- c. The Association of University Women (AAUW) provides a cadre of volunteers that support third graders with in class support of the Bridges curriculum as well as Dreambox Math program to support students in mathematics.
- d. Veterans of Foreign Wars - Bike give away for attendance incentives
- e. Quilcene Masonic Lodge - Bike helmets for attendance incentives
- f. Boeing BlueBills/Peninsula Support Organization - STEAM funding, School supplies and backpacks
- g. Finn River Farm - Field trips on biodiversity
- h. Rotary - Student dictionaries
- i. Chimaicum Backpacks For Kids- weekend meals distributed on Fridays
- j. Jumping Mouse Children's Center- Teacher support for effective teaching to students with trauma.
- k. OESD #114 providing professional development and specifically "Growing Elementary Science in the garden STEAM" grant

7. Family Engagement

- a. Coffee and Conversation meetings with the principal- monthly
- b. PTA - Parent Teacher Association- family activities such as Fall Carnival, Bingo Night, Movie Nights
- c. K-12 Alerts - voice callout system for communicating with families
- d. Teacher Newsletters to families
- e. School newsletter- Smore platform
- f. Facebook
- g. Webpage
- h. Title 1 Informational Meeting
- i. Principal Visibility - present at dismissal and arrival times and available to parents
- j. "Meet and Greet" before school starts for parents and students
- k. End of year BBQ to celebrate the year and introduce next year's teaching teams

8. Well Rounded Education

- a. First Lego League STEM Competition in Grade 5 & 6
- b. STEAM curriculum in grades 3-6
- c. Cribbage Club
- d. Chimaicum Choice Program - Students self-select activities by interest
- e. Taproot Theater - anti bullying performances
- f. Adventures in Music performances - Port Ludlow Arts
- g. Museum of Flight - Aviation Learning Center
- h. Port Townsend Marine Science Center
- i. Bainbridge Island Art Museum
- j. Dungeness Audubon
- k. Peninsula Support Organization & Boeing Blue Bills

9. Technology

- a. DreamBox math to support struggling learners
- b. NewsELA, ReadWorks, and Night Zookeeper literacy programs
- c. typing.com
- d. 1 to 1 student access to computers
- e. School Website & Facebook page
- f. After school Coding Club
- g. Code.org
- h. BrainPop
- i. Formative Loop Math
- j. Math fluency programs

	k. RAZ Kids
Study	School improvement will be measured, modified, and adjusted through the use of formative assessments such as MAP, Bridges in Mathematics unit assessments, Journey's ELA unit assessments, SBA, SWIS Behavior data, Skyward attendance data, and interim assessments. PLC teams, SIT leadership team, data meetings, and Focus Teams in PBIS and ELA will review data throughout the year and adjust instructional planning accordingly. At the end of the year, staff will revisit the School Improvement Plan provide feedback on how we can further improve the plan.
Act	Adjustments will be made based on data and 2019-20 progress will be reviewed by staff
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY	
Plan	Chimacum Elementary School will continue a school-wide, systematic instructional model using primarily our district ELA curriculum of "Journeys". A ELA block of 90 minutes per day will be provided to students allowing access to the core curriculum. In mathematics, the Bridges In Mathematics instructional materials are in the third year of implementation and will include the Number Corner and Bridges lessons for a total of 90 minutes. A Reading Specialist, funded by Title I/LAP, will oversee three Educational Assistants that will provide "push in" and "pull out" support targeting struggling learners for supplemental instruction. The Fountas and Pinnell Leveled Literacy Tier II Intervention curriculum will be implemented to targeted students who struggle in literacy and will be taught by our Reading Specialist.. Teachers and staff will receive professional development to address the implementation of PBIS tier 1 & 2 supports, alignment of the Journey's 2014 ELA adoption to Common Core State Standards, differentiation using Bridges in Mathematics, and support to address the needs of students of poverty. The CES counselor will continue to instruct students in Second Steps Anti Bullying and Social Emotional curriculum.
Do	In order to identify factors that may be hindering student progress in performing at grade level, CES staff will use the following systems & programs to track student progress and identify instructional targets: <ul style="list-style-type: none"> ● SWIS behavior data ● Attendance monitoring ● MAP data ● Bridges assessment data ● Fountas and Pinnell Benchmark reading assessment ● IAB's ● Journey ELA assessments ● Smarter Balanced Assessment
Study	While looking at student data, there were many areas that were identified for professional development and training: <ul style="list-style-type: none"> ● Attendance Rates ● Poverty/Homelessness ● Trauma Informed Instruction/Adverse Childhood Experiences ● Special Needs - IEP & Student Study Team (SST process) ● Behavior challenges- especially with male& multi-racial students ● English Language Arts deficiencies ● Mathematics- especially number sense, problem solving, and mathematical thinking
Act	Adjustments will be made based on data and 2019-20 progress will be reviewed by staff
COMPONENT #4: COORDINATION AND INTEGRATION	
PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES	
Plan	Title I Schoolwide programs are not required to identify specific students as eligible to participate in the schoolwide program. The funding will allow us to serve more students and have a greater flexibility of grouping. Because of our high poverty status, we are able to integrate the services. We are able to provide our students combined support from Federal, State, and local resources.

Do	<ol style="list-style-type: none"> 1. Title I/LAP Reading Specialist will direct and oversee lessons by educational assistants (EA's) to support struggling students, as well as provide support for classroom teachers. 2. Collaboration meetings will focus on using multiple measures of assessments to plan for instructional "next steps" for all learners, focusing especially on struggling learners. 3. Basic education funding to support classified time during recess supervision times. 4. LAP funding is focusing first on K-4 literacy.
Study	<p>Continue to focus on improvements that will increase student achievement by focusing on:</p> <ul style="list-style-type: none"> • Increasing student attendance to at least 95% • Staff Professional Development • Parent and community involvement (Back to School Night, Meet and Greet, Coffee and Conversation, Carnival, conference attendance) • Safe and Predictable Learning Environment (PBIS) • Positive relationships with students, community, and staff • Increased communication and visibility of school programs and staff • PLC team meetings at each grade level
Act	Please see the chart: Illustrating How to Combine Funds in a Schoolwide Plan

Combined Funds in Schoolwide Plan

Program	Amount Available	How the Intents and Purposes of the Program will be Met
Basic Education & Levy	\$2,042,051.04	<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, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.</p> <p>Local levy revenue may be combined in schoolwide programs</p>
Title I, Part A	\$71,427	To provide all children significant opportunity to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps.
Learning Assistance Program (LAP)	\$154,858	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
Total	\$2,268,336.04	