

**Consolidated School Improvement Plan  
Title I, Part A, Schoolwide and School Improvement**

*This template meets the requirements of Title I, Part A, Schoolwide Programs, WAC 180-16-220, ESSA, and The Office of System and School Improvement.  
All schools are required to have a school improvement plan, but they do not have to use this template.*

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

**Section 1: Building Data**

<b>1a. Building:</b> Lincoln Hill High School	<b>1g. Grade Span:</b> 9 - 12 <b>School Type:</b> Basic Education and Alternative Learning Experience
<b>1b. Principal:</b> Ryan Ovenell	<b>1h. Building Enrollment:</b> 135
<b>1c. District:</b> Stanwood - Camano	<b>1i. F/R Percentage:</b> 40.5
<b>1d. Board Approval Date:</b> Click or tap here to enter text.	<b>1j. Special Education Percentage:</b> 9.2
<b>1e. Plan Date:</b> April 26, 2019	<b>1k. English Learner Percentage:</b> 2.6
<b>1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</b> Comprehensive- Low Grad. Rate Non-Title	

**Section 2: School Leadership Team Members  
Parent-Community Partners**  
Please list by (Name, Title/Role)

Ryan Ovenell, Principal	Nate Christensen, Teacher, Leadership Team Member
Brett Baugh, Teacher, Leadership Team Member	
Christy Thompson, Counselor, Leadership Team Member	



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

The Stanwood-Camano School District does not discriminate in employment, programs, or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

Lincoln Hill High School is committed to the values outlined in Stanwood-Camano School District non-discrimination statement and works with students, families, staff and stakeholders to ensure these values are held true, is visible in all our interactions and practiced as a way of being on the LHHS campus .

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

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals (Section 7 & 13), and activities (Sections 8 & 14) that constitute your school improvement plan that builds upon your school's strengths to achieve your goals. Schools that submitted a needs assessment Summary to OSSI on January 11, 2019 do not need to re-submit this information in Sections 5 and 6.

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

### **Student Populations**

1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

- Several key takeaways are that as hard as we try as a school, there are many factors that do not and maybe never, thrust us forward to meet the graduation requirements. Many of our students come to this environment with minimal learning deficiencies but a large number come and they are severely credit deficient as well as emotionally traumatized. All of these factors are indicators that interfere with our teachers' ability to build students' capacity to learn. As we build upon this work, having been identified as a school in improvement has allowed us to access funding that can be used to structure academic interventions that would support learners who need a more flexible learning environment.

Areas of strength that have been identified are teachers' availability, flexibility, and belief in the students' ability to succeed. There is a strong emphasis on maintaining high learning expectations for all students. There is ongoing flexibility on how work is complete and when it is accepted.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

Areas of strength that have been identified are teachers' availability, flexibility, and belief in the students' ability to succeed. There is a strong emphasis on maintaining high learning expectations for all students. There is ongoing flexibility on how work is complete and when it is accepted.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

- Student A is a male coming to us from the Comprehensive High School in the second semester of his sophomore year. He has six of the nine credits he should have earned. He suffers from PTSD from an event in his childhood he won't talk about and goes home to a single parent household in which he is responsible for getting two younger siblings off the bus each day. He has dabbled in using weed to try and find his peer group. He is resilient and is starting to understand that he must graduate to get a diploma to make things better for himself when he is an adult.
- Student B is a female freshman who just finished the first semester at a Comprehensive High School in a neighboring District. She had 15 consecutive absences because she suffers from anxiety and depression. She has suicidal and or self-harm ideation but does not have a plan. She loves to draw and often does that more frequently than her class work.
- Student C is a male in his senior year. He has 7 credits left and has been at Lincoln for two-and-a-half years. He is part of the leadership class and runs the food pantry that helps distribute food to students that are under-resourced. He is taking an extended day credit retrieval class online at the school. He also has a job at McDonald's. he has recently become interested in Bellingham Technical Institute and pursuing a career as a welder.

### **Educators**

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

The mission of Lincoln Hill High School is to offer a flexible learning environment providing students with the opportunity to realize educational success. Lincoln Hill is an environment that is united, focused, intentional and positive. All staff believes all students can learn and also recognize there are hindrances in their personal lives that can get in the way of learning. As stated above in our mission, our environment allows students to be flexible in their approach toward learning. Students come to Lincoln Hill knowing they will be embraced where they are and that perseverance is valued. Some artifacts and evidence available observable, verbalized by students, evidenced by admin interaction with staff and students. District staff knows exactly what is happening in the building throughout the day and year.

2. What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?

The professional focus for the 18-19 school year has been increasing our use of data to inform instruction. As we review student data, it is evident that we need to design specific strategies that will address learning deficits and social-emotional needs in a single seamless manner.

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

Our environment is heavily impacted by the emotional trauma of our learners. We have partnered with several community organizations that are providing on-site support and treatment to our students. In addition, the staff has engaged in book studies and training related to poverty, trauma and adverse childhood experiences. Metrics used to measure the success of these learnings include perception data discipline data.

### **Systems of Support**

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of strength for your school's system of support and how other areas will be strengthened.

Lincoln Hill High School has a system of support to meet behavioral, social-emotional and academic needs of students. A Student Assistance Team meets every other week. This Student Assistance Team is staffed by the school's guidance counselor, principal, graduation intervention specialist, school nurse, school social worker, and co-occurring disorder clinician. Students of concern are identified and the appropriate resource referral is made. Student progress is also articulated at these meetings. These resources are an area of strength for our school. The areas of improvement should include strategies to keep attendance at 90 percent or better, ensuring all students meet graduation requirements, and 10% annual improvement for on-time graduation rate.

2. How did your school identify these areas of strengths and improvement?

The stakeholders of Lincoln Hill School have identified the above areas of strengths and improvement as a result of collaborative input from parents, classroom teachers, other specialists and the students themselves. During parent conferences surveys are given that include prompts for parents to identify areas in which they believe Lincoln Hill High School is generating growth in their students as well as prompts for parents to include areas in which they would like to see Lincoln Hill High School improve in to meet the needs of their students both socially and academically. A leadership team including the principal, school counselor and two classroom teachers meets bi-monthly to continually evaluate areas of strength and improvement.

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

Lincoln Hill High School has many supports from the community that are delivered both in and out of school. The recent development of a school booster club (within the last 3 years) helps to combine many community resources into a manageable system. Examples of community interactions include: involvement from the community truancy board, adult mentors for students, community groups who fund and stock the school's food pantry, community groups that provide holiday meals, community groups provide warm clothing, among others.

4. What areas have you identified as areas of the strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

It is a desire to build further partnerships in the area of student mentors. Seeking out and identifying appropriate mentor matches for our students could have compounding benefits.

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

<input type="checkbox"/> Washington School Improvement Framework <input type="checkbox"/> WaKIDS <input checked="" type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks <input type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Curriculum Based Assessments <input checked="" type="checkbox"/> Graduation Rate (1 Year, extended, etc.) <input checked="" type="checkbox"/> Credit Attainment <input type="checkbox"/> Stick Rate <input type="checkbox"/> Student Mobility Data <input type="checkbox"/> Discipline Referrals	<input type="checkbox"/> English Language Proficiency Data (i.e. ELPA) <input type="checkbox"/> Title III Data <input type="checkbox"/> Special Education Eligibility/Disproportionality Data <input type="checkbox"/> Special Education Placement Data (LRE) <input checked="" type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans) <input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.) <input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families) <input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.) <input type="checkbox"/> Extra-curricular activities participation
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<input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions) <input type="checkbox"/> Restraint and Isolation Data <input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.) <input checked="" type="checkbox"/> Healthy Youth Survey <input type="checkbox"/> School Climate data <input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text.	<input type="checkbox"/> Fiscal and Financial Data <input checked="" type="checkbox"/> (Other) Attendance Data <input type="checkbox"/> (Other) Click or tap here to enter text. <input type="checkbox"/> (Other) Click or tap here to enter text.
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Section 7: PLAN	
<b>SY 2019-2020 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS &amp; STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)</b>	** The school will engage in a comprehensive accreditation process for school year 2019 -2020 which will focus on all three priorities listed below.
Schoolwide Priority/Reform Strategy #1 (SWP1)	<b>CORE CURRICULUM:</b> During the 2019-2021 school years, 100% of staff at LHHS will actively participate in structuring and restructuring core academic content based on the Washington State Standards. Specific targets for measuring the success of the effectiveness of the tools will be based on a rubric designed by the team using the Cycle of Inquiry.
Schoolwide Priority/Reform Strategy #2 (SWP2)	<b>SOCIAL/EMOTIONAL:</b> Our students have a need to be supported both socially and emotionally (in addition to academically). To address this need, Lincoln Hill High School staff will increase the number of opportunities for students to access resources and take part in activities that increase positive personal outcomes that will translate to success in the school setting and beyond.
Schoolwide Priority/Reform Strategy #3 (SWP3)	<b>ACHIEVEMENT:</b> LHHS is identified for School Improvement as result of Low Graduation Rate. We have increased graduation rates 29.3% over the last three years. 2019-2021 schools' years will serve as a time to investigate, monitor, and engage cohort groups (beginning with 2018-19 ninth graders) in a process that would include: coursework, credit acquisition and attendance. The desired outcome would be to continue to increase the graduation rate by 10% per year.

<b>Section 8: DO</b>			
<b>SY 2019-2020 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)</b>			
<b>8a. Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. Resources</b>
A1.1) Engage in accreditation process through ESD 189	August 2019- June 2020	Principal, Building Leadership Team	OSSI Grant Funding
A1.2) Study effectiveness of core curriculum	August 2019- June 2020	All Core Content Area Staff	OSSI Grant Funding
A2.1) Identify a book source focused on Trauma Informed - MTSS.	August 2019- June 2021	All Staff	OSSI Grant Funding
A2.2) Identify two strategies that will be implemented school wide to support TI - MTSS. As strategies become routine, new strategies will be implemented.	April 2019 - June 2021	All Staff	NA
A2.3) Continue to maintain on-site counseling services partnership with Snohomish County through the 2019-2020 school year.	April 2019 - June 2020	LHHS Resource Team	Snohomish County Grant Funding
A3.1) Ensure student schedules align with personalized pathways for graduation.	September 2019 - June 2020	All Staff	N/A
A3.2) Monitor attendance and incentivize near perfect attendance	September 2019 - June 2020	All Staff	Community support
A3.3) Offering Extended Day Credit Retrieval and Extended Day Study Sessions.	September 2019 - June 2020	All Staff	OSSI Grant Funding

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



A3.4) Offering an after school program in April/May that helps prepare students to pass the SBA Math	May 2020	Brett Baugh	LHHS Building Budget
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**8e. Budget Table**

<b>Funded SY 2019-2020 Expenditure (Linked to Activity)</b>	<b>Funding Source</b>	<b>Funding Amount</b>	<b>Current Expenditure</b>	<b>Balance</b>	<b>Notes</b>
A1.1) Engage in accreditation process through EDS189	OSSI Grant Packet 874	\$6,000	\$6,000	\$0	
A1.2) Study effectiveness of core curriculum	N/A	N/A	N/A	N/A	
A2.1) Secure literature and / or books to support book study.	OSSI Grant Packet 874	\$500	\$500	\$0	CHanged focus to Yondr and used funding accordingly
A3.1) Ensure student schedules align with personalized pathways for graduation.	N/A	N/A	N/A	N/A	
A3.2) Monitor attendance and incentivize near perfect attendance	Community Supported	N/A	N/A	N/A	Commitment by community group for once monthly incentive
A3.3) Offering Extended Day Credit Retrieval and Extended Day Study Sessions.	OSSI Grant Packet 874	\$18,267			Includes 3 times weekly session and cost of courseware.
A3.4) Offering an after school program	LHHS Building Budget	\$250	\$0		

Updated January 2019 by Title I, Part A Office and the Office of System and School Improvement at OSPi

in April/May that helps prepare students to pass the SBA Math					
District Indirects		\$1,733			

**Section 9a: STUDY** - *What evidence will you examine to evaluate if your activities are working?*

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

<p><b>SWP1 - CORE CURRICULUM:</b> During the 2019-2021 school years, 100% of staff at LHHS will actively participate in structuring and restructuring core academic content based on the Washington State Standards. Specific targets for measuring the success of the effectiveness of the tools will be based on a rubric designed by the team using the Cycle of Inquiry.</p>	<p><b>SWP-A1.1-</b> Follow the goals and strategies outlined in the accreditation process.  <b>SWP-A1.2 -</b> Data Sources: Teacher sharing, Classroom observations, Grading processes, Student feedback</p>
<p><b>SWP2 - SOCIAL/EMOTIONAL:</b> Our students have a need to be supported both socially and emotionally (in addition to academically). To address this need, Lincoln Hill High School staff will increase the number of opportunities for students to access resources and take part in activities that increase positive personal outcomes that will translate to success in the school setting and beyond.</p>	<p><b>SWP- A2.2 -</b> Secure literature and / or books to support book study. After identifying through the accreditation process , the time spent in a book study did not meet the immediate needs for this area.</p>
<p><b>SWP3 - ACHIEVEMENT:</b> LHHS is identified for School Improvement as result of Low Graduation Rate. We have increased graduation rates 29.3% over the last three years. 2019-2021 schools' years will serve as a time to investigate, monitor, and engage cohort groups (beginning with 2018-19 ninth graders) in</p>	<p><b>SWP3.1 -</b> In process and ongoing throughout the 19-20 school year.  <b>SWP3.2 -</b> In process and ongoing throughout the 19-20 school year.  <b>SWP3.3 -</b> In process and ongoing throughout the 19-20 school year.  <b>SWP3.4 -</b> Plans are developed for this activity.</p>

<p>a process that would include: coursework, credit acquisition and attendance. The desired outcome would be to continue to increase the graduation rate by 10% per year.</p>	
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<p><b>Section 9b: STUDY - (SY 19-20 mid-year implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?</b></p>	
<p><b>(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b></p>	
<p>A1.1) Engage in accreditation process through ESD 189 A1.2) Study the effectiveness of core curriculum</p>	<p>A1.1) Engage in accreditation process through ESD 189</p> <ul style="list-style-type: none"> <li>● August - September 2019: Identified the workload and assigned leaders to assume responsibility.</li> <li>● Work as a team to identify critical phases of the process and documentation required.</li> </ul> <p>A1.2) As a result of monitor data sources, it has become evident that we need to dive deeper into core content expectations.</p> <ul style="list-style-type: none"> <li>● Data Sources: Teacher sharing, Classroom observations, Grading processes, Student feedback</li> </ul>
<p>A2.1) Identify a book source focused on Trauma Informed - MTSS. A2.2) Identify two strategies that will be implemented school wide to support TI - MTSS. As strategies become routine, new strategies will be implemented. A2.3) Continue to maintain on-site counseling services partnership with Snohomish County through the 2019-2020 school year.</p>	<p>The activities in this goal have moved from staff centered to student centered activities.</p> <p>A2.2) Identify two strategies that will be implemented school wide to support TI - MTSS. As strategies become routine, new strategies will be implemented.</p> <ul style="list-style-type: none"> <li>● Determine strategy to use regarding minimization of cell phone use during instructional time. Two options presented to leadership team.</li> </ul>
<p>A3.1) Ensure student schedules align with personalized pathways for graduation.</p>	<p>On Target</p>
<p>A3.2) Monitor attendance and incentivize near perfect attendance</p>	<p>On Target</p>
<p>A3.3) Offering Extended Day Credit Retrieval and Extended Day Study Sessions.</p>	<p>On Target</p>

A3.4) Offering an after school program in April/May that helps prepare students to pass the SBA Math	On Target
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<b>Section 10: ADJUST</b> - (SY 19-20 mid-year implementation) <i>What adjustments to your activities are you making after examining the results of your progress monitoring?</i>	
<b>(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
SWP1	<p><b>SWP1.A-</b> This activity is in process and is on target.</p> <p><b>SWP1.B-</b> Team will delay the development of a rubric as the focus for this goal and begin to work with identifying required core coursework as they match with the state standards.</p> <p><b>SWP1.C-</b> Team will focus on what to teach, how to teach it and when to teach it.</p>
SWP2	<b>SWP2.A</b> - The team took a different approach to training than a book study. Staff will engage in ongoing training centered around Trauma-Informed Compassionate Classrooms: Strategies to Reduce Challenging Behavior, Improve Learning Outcomes and Increase Student Engagement.
SWP3	<b>No Adjustment Needed</b>

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

Format TBD

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

<input type="checkbox"/> Washington School Improvement Framework	<input type="checkbox"/> English Language Proficiency Data (i.e. ELPA)
<input type="checkbox"/> WaKIDS	<input type="checkbox"/> Title III Data
<input type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks	<input type="checkbox"/> Special Education Eligibility/Disproportionality Data
<input type="checkbox"/> Universal Screening	<input type="checkbox"/> Special Education Placement Data (LRE)
<input type="checkbox"/> Progress Monitoring Data	<input type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)
<input type="checkbox"/> Curriculum Based Assessments	<input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)
<input type="checkbox"/> Graduation Rate (1 Year, extended, etc.)	<input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families)
<input type="checkbox"/> Credit Attainment	<input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)
<input type="checkbox"/> Stick Rate	<input type="checkbox"/> Extra-curricular activities participation
<input type="checkbox"/> Student Mobility Data	<input type="checkbox"/> Fiscal and Financial Data
<input type="checkbox"/> Discipline Referrals	<input type="checkbox"/> (Other) Click or tap here to enter text.
<input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)	<input type="checkbox"/> (Other) Click or tap here to enter text.
<input type="checkbox"/> Restraint and Isolation Data	<input type="checkbox"/> (Other) Click or tap here to enter text.
<input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.)	
<input type="checkbox"/> Healthy Youth Survey	
<input type="checkbox"/> School Climate data	
<input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text.	

<b>Section 13: PLAN</b>	
<b>SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS &amp; STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)</b>	
Schoolwide Priority/Reform Strategy #1 (SWP1)	Click or tap here to enter text.
Schoolwide Priority/Reform Strategy #2 (SWP2)	Click or tap here to enter text.
Schoolwide Priority/Reform Strategy #3 (SWP3)	Click or tap here to enter text.

14. Deepening the tools/strategies for 2019-21. The tools/strategies can be modified, showing consistent growth, identifying assessment tools used and their success. Consider using a monitoring tool (45-90/36-90) to have ongoing consistency.

<b>Section 14: DO</b>			
<b>SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)</b>			
<b>14a. Activity</b>	<b>14b. Timeframe for Implementation</b>	<b>14c. Lead(s)</b>	<b>14d. Resources/Budget</b>
A1)			
A2)			
A3)			

**Section 14e. Budget Table** – This is inclusive of all funding source (school improvement dollars, Title I, grants, etc.)

<b>Funded SY 2019-2020 Expenditure (Linked to Activity)</b>	<b>Funding Source</b>	<b>Funding Amount</b>
A1)		
A2)		
A3)		

15a. What are the tools you are using to measure activities described in Section 8? Consider using the powerful work that occurs during your staff meeting where individual student are the center of the conversation.

<b>Section 15a STUDY</b>
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**SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)**

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

Click or tap here to enter text.

15b. We encourage you to engage in the study success and challenges for this work, that way, workshop/PL, etc. can be identified and worked on over the summer (attend workshops, trainings, creating documents, etc.)

**Section 15b STUDY**

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

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

Click or tap here to enter text.

**Section 15c STUDY**

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

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

Click or tap here to enter text.

**Section 16a ADJUST**

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

Adjust  
*(SY 20-21 mid-year implementation) What adjustments to your activities are*

Click or tap here to enter text.



<i>you making after examining the results of your progress monitoring?</i>	
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<b>Section 16b ADJUST</b>
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<b>SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>
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Adjust (“End” of implementation) How are you thinking about spreading, scaling, and/or sustaining what has been effective?	
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Click or tap here to enter text.
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