



## 2024-25 CSIP Review and Updates

### Aki Kurose Middle School

#### Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to “include a continuous improvement process for monitoring, adjusting, and updating the plan.”

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

#### School Data and Building Leadership Team Members

**School Name:** Aki Kurose Middle School.

**Principal:** Caine Lowery

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:** Wendy Miller, Jenelle Tuble, Iman Yonis, Mathew Maley, Madeline Appel, Thomas Morris, David Nelson, Claire Webbeking, Wenes Qing, and Mike Graham-Squire.

[2023-26 CSIP Aki Kurose](#)

[Aki Kurose School Report](#)

[Aki Kurose Middle School Climate Survey](#)

---

#### Summary of Risks and Desired Outcomes

**Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.**

**Culturally Responsive Teaching and Learning:** Teachers participated in Race and Equity professional development focused on dismantling biases and promoting inclusive practices. Learning walks centered on academic discourse and culturally relevant instruction allowed teams to observe, reflect, and improve their strategies collaboratively.

**Positive Behavioral Supports:** The Aki Core 4 behavioral expectations were reinforced schoolwide to ensure consistency in promoting a positive learning environment. Staff collaboratively established and communicated clear behavioral norms, which were integrated into classroom practices and supported by professional development. Progress monitoring tools were implemented to evaluate the effectiveness of these practices, and restorative strategies were used to address behavioral challenges while maintaining a focus on accountability and community.

**Academic Focus in Math:** A focus on rich tasks and data-driven instruction in 7th-grade math supported the use of formative assessments to tailor teaching practices. Data from MAP and iReady

assessments was analyzed in PLCs to identify trends and inform instructional adjustments. Targeted interventions, including after-school tutoring, addressed gaps for students farthest from educational justice.

**Strengthening Student-Teacher Relationships:** Intentional community-building activities, such as advisory circles and student-led conferences, helped strengthen connections. Social-emotional learning was integrated into classroom routines, emphasizing self-awareness and relationship skills.

### **What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?**

The continued implementation of the 2023–2026 CSIP at Aki Kurose Middle School presents opportunities for growth but requires attention to potential challenges to ensure all student, family, and staff groups benefit equitably.

**Students Farthest from Educational Justice:** To maintain momentum, it is critical to sustain targeted supports for Black, Latinx, and multilingual learners. Without consistent application of interventions and culturally responsive teaching, these students' risk being underserved. Focused efforts on monitoring progress and closing opportunity gaps are essential to their success.

**Family Engagement:** Families who face barriers such as language differences or limited access to resources remain at the heart of Aki's work. Continued investment in multilingual communication, culturally specific family nights, and inclusive decision-making will ensure these families feel valued and connected to the school community.

**Equitable Resource Allocation:** Programs like My Brother's Keeper and culturally responsive learning require ongoing resources and community partnerships. Sustaining these efforts is crucial for meeting the diverse needs of students and families, ensuring that all feel supported and empowered.

**Building Trust and Connection:** As the school deepens its commitment to equity, fostering trust and strong partnerships among all stakeholders will be key. Transparent progress monitoring, celebrating successes, and involving families and community members in meaningful ways will strengthen the impact of the CSIP initiatives. By proactively addressing these opportunities, Aki Kurose can continue to create joyful, inclusive learning environments where all students, families, and staff thrive.

---

## **Comprehensive Needs Assessment Summary**

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

### **Student Groups**

#### **Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:**

The Fall 2024 Student Climate Survey and the 2023–2024 academic growth data for Aki Kurose Middle School highlight encouraging progress in fostering joyful, safe, and anti-racist learning environments while demonstrating notable academic growth.

Climate Survey Insights:

### Inclusive and Joyful Environments:

- Positive Behavior and Safety ratings improved by 4%, with 74% of students agreeing that behavior expectations are applied fairly and 76% acknowledging that adults address mean behavior effectively.
- 83% of students felt included in class activities regardless of race, culture, or identity, showcasing the school's commitment to equitable inclusion.

### Belonging and Relationships:

- 77% of students reported a sense of belonging at school, and 83% stated that adults care about them, reflecting strong relational connections.
- High ratings in building classroom community (84%) underscore the prioritization of positive student-teacher dynamics.

### Anti-Racist Practices:

- 72% of students agreed that the school is welcoming to all racial and cultural backgrounds, and 73% felt that adults take action against racism, affirming progress in equity-focused initiatives.

### Academic Engagement:

- Math relevance ratings increased to 73%, and 88% of students believed their math teachers hold high expectations for their success, aligning with efforts to make academic content meaningful and rigorous.

### Academic Growth Highlights:

**ELA Performance:** In Spring 2023, 42% of 7th graders met standards; this increased to 50.8% in Spring 2024. Growth reflects the impact of literacy-rich instruction and data-driven interventions.

**Math Performance:** 7th-grade math scores improved significantly, with the percentage of students meeting standards rising from 28.5% to 41.7%. This aligns with the school's focus on formative assessments and targeted support.

**Equity in Growth:** Black students demonstrated progress in both ELA and math, though gaps remain compared to district averages. These gains highlight the effectiveness of culturally responsive teaching and high expectations.

### Summary of data:

The combined data reflect Aki Kurose's intentional efforts to nurture a supportive, inclusive learning environment while addressing opportunity gaps. Sustained focus on culturally responsive practices, rigorous academics, and equity-centered community engagement is crucial to continuing this positive trajectory.

### **Summary of student strengths supported by data:**

The data from the Fall 2024 Student Climate Survey and the 2023–2024 academic growth reports reveal the many strengths of Aki Kurose Middle School students. Together, these insights paint a picture of a resilient, engaged, and inclusive student body.

Aki Kurose students thrive in creating a sense of belonging and inclusivity within their school community. The majority of students (83%) feel included in classroom activities regardless of their race, culture, or identity, and 77% report a strong sense of belonging overall. These findings demonstrate their ability to foster positive relationships with peers and adults while contributing to a welcoming school culture.

In the academic realm, students are showing remarkable growth and confidence. Nearly 88% of students feel their math teachers believe in their abilities, and 73% recognize the relevance of math to their everyday lives. This sense of purpose and connection to their learning is further validated by

notable academic gains. For example, 7th-grade ELA proficiency grew from 42.1% in 2023 to 50.8% in 2024, while math proficiency in the same grade level increased from 28.5% to 41.7%. These improvements reflect students' increasing capacity to engage with challenging content and benefit from targeted interventions.

The students also show a commitment to equity and anti-racism, with 72% affirming that the school is welcoming to all racial and cultural backgrounds and 73% believing that adults address racial issues effectively. This commitment to fairness and inclusion underscores their collective effort to create an equitable and supportive environment.

Furthermore, students' engagement shines through in their feedback, with 84% agreeing that their teachers prioritize building classroom communities. This active participation in shaping their learning environment demonstrates their enthusiasm for both academic and social growth.

Together, these strengths highlight the resilience, confidence, and sense of responsibility that define Aki Kurose students. They are not only growing academically but also contributing to a school culture rooted in equity, inclusion, and joy.

### **Identify and prioritize student needs supported by data:**

The data from the Fall 2024 Student Climate Survey and the 2023–2024 academic growth reports highlight several key areas where students at Aki Kurose Middle School need additional support. These needs, prioritized based on their potential impact on equity and academic growth, include:

1. **Closing Achievement Gaps: ELA and Math Proficiency:** While academic growth is evident, overall proficiency remains below district averages. For example, 7th-grade math proficiency improved to 41.7% but still trails the district average by over 11 percentage points. Similarly, 7th-grade ELA proficiency at 50.8% lags behind the district by 11.3 points. Focused support is needed to close these gaps, particularly for historically underserved groups.
2. **Targeted Support for Black and Latinx Students:** Data indicates that Black and Latinx students are making progress but still face significant disparities in meeting academic standards. For example, Black students show lower proficiency rates in both ELA and math compared to their peers. Prioritizing culturally responsive teaching and targeted interventions will be critical to ensuring equitable outcomes.
3. **Addressing Equity and Belonging:**  
While 72% of students believe the school is welcoming to all racial and cultural backgrounds, there is room to strengthen this perception, particularly among students who may not feel represented or understood. Increasing the visibility and representation of diverse cultures and perspectives in classroom practices can help enhance feelings of belonging.
4. **Fostering Relevance in Learning:**  
Only 73% of students find math relevant to their lives, and 67% feel teachers connect learning to their interests and cultural backgrounds. Integrating real-world applications and culturally relevant materials into the curriculum can improve engagement and help students see the value in their education.
5. **Social-Emotional and Behavioral Supports:**  
While 74% of students feel behavior expectations are applied fairly, there are still 26% who do not share this sentiment. Enhancing restorative practices and strengthening communication about behavior systems can help build trust and fairness across the student body.

### **Prioritization of Needs**

1. **Equity-Focused Academic Support:** Close achievement gaps, particularly in math and ELA, with interventions tailored to underserved groups.

2. **Culturally Responsive Engagement:** Ensure teaching practices reflect the diverse identities of students to boost both engagement and academic relevance.
3. **Social-Emotional Learning (SEL):** Expand SEL programs to address relational and behavioral challenges and support students in navigating conflicts constructively.
4. **Enhanced Family Partnerships:** Strengthen communication and involvement with families of historically underserved students to create a collaborative approach to meeting student needs.

By addressing these prioritized needs, Aki Kurose can continue building on its progress to ensure every student is supported academically, socially, and emotionally.

### **Summary of possible root causes of the priority student need:**

The identified priority student needs at Aki Kurose Middle School can be attributed to several root causes that reflect systemic challenges, resource limitations, and instructional practices. These root causes must be addressed to ensure equitable and effective support for all students.

#### 1. Opportunity Gaps and Historical Inequities

**Root Cause:** Longstanding systemic inequities disproportionately impact Black and Latinx students, limiting their access to resources, rigorous academic opportunities, and culturally relevant instruction.

**Evidence:** The achievement gaps in ELA and math proficiency for these groups highlight disparities that are influenced by broader societal inequities and historical underfunding of schools serving diverse communities.

#### 2. Limited Access to Culturally Responsive Instruction

**Root Cause:** While efforts to implement culturally responsive teaching are underway, inconsistent application across classrooms may leave some students feeling disengaged or underrepresented.

**Evidence:** Only 67% of students report that teachers connect learning to their interests, experiences, or cultural backgrounds. This disconnect may hinder their engagement and academic growth.

#### 3. Inconsistent Behavioral and Social-Emotional Supports

**Root Cause:** Variability in the implementation of restorative practices and behavioral systems can lead to perceptions of unfairness and reduce trust in school systems.

**Evidence:** While 74% of students feel behavior expectations are applied fairly, a significant portion do not share this perspective, suggesting gaps in communication or consistency.

#### 4. Gaps in Academic Relevance and Rigor

**Root Cause:** Instructional practices may not consistently integrate real-world applications or challenge students to think critically and creatively.

**Evidence:** 73% of students find math relevant to their lives, and academic proficiency rates, while improving, remain below district averages. This indicates a need for more engaging and rigorous instructional strategies.

#### 5. Challenges in Family Engagement

**Root Cause:** Barriers such as language differences, limited time, and historical mistrust may prevent some families from fully participating in their children's education.

**Evidence:** Disparities in student outcomes for low-income and multilingual learners point to the need for deeper partnerships with families to support academic and social-emotional growth.

The priority student needs are rooted in opportunities to address systemic inequities, enhance culturally responsive practices, strengthen behavioral support systems, increase academic relevance, and deepen family engagement. Tackling these opportunities requires a comprehensive approach, including equity-centered professional development, robust restorative practices, and purposeful outreach to underserved families.

## **School Staff**

### **Summary of the data illuminating that staff are improving their culturally responsive professional practices:**

- **Student Perceptions of Inclusion and Equity:** 72% of students agree that Aki Kurose is a welcoming place for people of all racial and cultural backgrounds. This is supported by 73% of students reporting that adults take action to address racial issues and acts of racism. These results reflect intentional efforts by staff to create an inclusive and anti-racist school culture through professional development and consistent practice.
- **Integration of Student Voice and Identity:** 67% of students feel their teachers connect learning to their interests, experiences, and cultural backgrounds. While there is room for growth, this indicates that staff are incorporating culturally relevant content and practices into their teaching. The progress is a testament to the school's focus on culturally responsive pedagogy.
- **Community and Relationship Building:** 84% of students agree that their teachers prioritize building community within the classroom. This aligns with professional development efforts aimed at fostering relational trust and creating collaborative, inclusive learning environments.

These results illuminate that staff at Aki Kurose Middle School are actively improving their culturally responsive professional practices, leading to stronger relationships, inclusive classrooms, and progress in equity-centered academic growth. Continued investment in professional learning and practice refinement will sustain and amplify these gains.

### **Summary of data proving professional learning is effective in supporting student outcomes:**

- **Staff Training and Implementation:** The school's professional development on restorative practices and the Aki Core 4 behavioral matrix has contributed to a 4% increase in students perceiving that behavioral expectations are applied fairly. This reflects staff's commitment to culturally responsive and equitable behavior systems.
- **Closing Achievement Gaps:** Growth in academic proficiency, particularly for Black and Latinx students, suggests that staff are applying equity-focused strategies to improve outcomes. For example, 7th-grade math proficiency increased from 28.5% to 41.7%, and ELA proficiency rose from 42.1% to 50.8%.

## **Support Systems**

### **Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:**

**Academic Growth Linked to Engagement:** Improvements in 7th-grade ELA and math proficiency — indicate the positive impact of family involvement, supported by events like family nights and consistent communication.

**Two-Way Communication:** Multilingual strategies and culturally specific family events ensure families can engage with the school community. Programs like the Back-to-School BBQ foster dialogue and provide platforms for families to share feedback and collaborate.

**Inclusive Decision-Making:** Families' perspectives are incorporated into school planning through events and partnerships that address systemic barriers. This is especially impactful for historically underserved families, including Black, Latinx, and multilingual communities.

Building Trust and Representation: Efforts to represent diverse family experiences are reflected in student feedback, with 72% affirming the school is welcoming to all racial and cultural backgrounds. This underscores the school's success in fostering trust and inclusivity.

**Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:**

Seattle Parks collaborates with the school to provide targeted out-of-school-time (OST) programming focused on improving math and ELA outcomes. This partnership aligns with Aki Kurose's commitment to equity by addressing opportunity gaps and extending learning time for students needing additional academic support. Students participate in focused tutoring sessions tailored to their individual needs, reinforcing classroom learning while building foundational skills.

Key Components of the Partnership Culturally Relevant Mentorship: Seattle Parks actively recruits and trains high-quality, culturally relevant mentors who reflect the diversity of Aki Kurose's student population. These mentors serve as role models, providing not only academic guidance but also fostering students' cultural identities and sense of belonging. This approach strengthens students' confidence and engagement in their learning.

Extended Instructional Time: The OST programs create additional opportunities for students to receive one-on-one or small-group instruction in math and ELA. This extended time allows educators to address gaps in understanding and reinforce critical skills needed for academic growth.

Intentional Outreach: Seattle Parks conducts outreach to families, ensuring students who would benefit most from these programs are enrolled. By engaging families in the process, the partnership builds trust and ensures alignment between home, school, and OST programming.

Strengthening Supports To further enhance the impact of this partnership, the school and Seattle Parks are exploring ways to integrate real-time academic data into OST programming. By sharing assessment results and classroom performance trends, mentors can tailor their instruction to align more closely with in-school learning goals. Additionally, the partnership is expanding efforts to include more culturally specific programming and workshops to deepen students' connection to their identities and communities.

This collaboration exemplifies how school staff and community partners can work together to provide comprehensive, culturally responsive, and equity-driven supports. By extending learning time, fostering meaningful mentorship, and building strong connections with families, Aki Kurose and Seattle Parks are ensuring students are equipped to succeed academically and personally. This partnership remains a cornerstone of the school's strategy to close opportunity gaps and enhance student outcomes.

---

## **Priority Area: Learning Environments – Joyful, Safe, Anti-Racist**

### **Measures and Targets**

#### **2023-26 Three-year Goal:**

Over the next three years, increase the affirmative response rate in our learning environment to 80% or higher, as measured by student climate survey and student perception survey data, to create an inclusive and supportive atmosphere that maximizes student engagement and promotes academic success.

#### **2024-25 One-Year Goal:**

For the 24/25 school year, we will increase the affirmative response rate by 2% as measured by student climate survey and student perception survey data, to create an inclusive and supportive atmosphere that maximizes student engagement and promotes academic success.

## Action Plan

### 2024-25 Evidence-based Practice 1:

Student Engagement: MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

#### Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas

#### Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

#### Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data

#### Timeframe for Reviewing Process Data Measures:

Quarterly

#### Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Attendance Team
  - Behavior Support Team
- 

## Priority Area: Classroom Instruction and Academic Success

### Measures and Targets

#### 2023-26 Three-year Goal:

At least 39% of 7th grade students of color furthest from educational justice will meet standards or higher on the Math Smarter Balanced Assessment.

#### 2024-25 One-Year Goal:

At least 39% of Black male students will meet standards or higher on the Math Smarter Balanced Assessment.

## Action Plan

### 2024-25 Evidence-based Practice 1:

High Quality Tier Instruction: Educators will implement tasks that promote reasoning and problem solving and facilitate meaningful mathematical discourse.

#### Student Outcome Data Measures:

- MAP
- Curriculum-Embedded Assessments (CEAs)
- Student Grade Reports

#### Timeframe for Reviewing Student Outcome Data Measures:

Quarterly



**Process Data Measures:**

- Walk-through/Observational Data
- School-based Survey (staff or students)
- Teacher Observational Data

**Timeframe for Reviewing Process Data Measures:**

Quarterly

**Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:**

- Emma Hong (Math AP)
- Math Team
- Caine Lowery, Principal
- Maggie O'Sullivan, Academic Intervention Specialist

**Advance Learning and Highly Capable Services:**

- **Structured Math Curriculum:** The math pathway at Aki Kurose Middle School, which includes a sequence from 6th grade math through to geometry, provides a clear academic trajectory. This aligns with HC services by ensuring a rigorous and progressive curriculum for highly capable students.
- **Acceleration and Support Options:** The school's provision of enrichment and empowerment classes alongside standard grade-level math allows for differentiated learning. Options like Accelerated Math 6 & Math 7, and advanced courses in Algebra and Geometry for 8th graders, specifically cater to highly capable students by offering more challenging content at an appropriate pace.
- **Data-Informed Placement and Monitoring:** Utilizing past performance, SBA scores, and teacher recommendations for class placement, combined with continuous assessment, aligns with HC services' objectives to identify and appropriately challenge highly capable students in mathematics.
- **College Preparation Focus:** The curriculum's alignment with college entrance requirements, particularly for four-year colleges, ensures that highly capable students are adequately prepared for higher education in mathematics.
- **Columbia Teacher's Readers and Writers Project:** This approach to literacy education, focusing on high-level reading and writing skills at just-right reading levels, supports the development of critical thinking and analytical skills. Such a pedagogical approach is beneficial for highly capable students who often require more advanced literacy challenges.
- **Integrated Learning:** Incorporating literacy into all subjects, including math, ensures a comprehensive learning experience. This approach can be particularly effective for highly capable students, as it fosters a deeper understanding and application of skills across different domains.
- **Adaptive Learning Materials:** Using materials and teaching methods that adapt to individual student's reading levels ensures that highly capable students are continuously challenged and engaged in their literacy development.

**Expanded Learning:**

- **Summer School by the Community Learning Center:** Our school collaborates with the Community Learning Center to offer a summer school program focused on math and literacy. This program provides targeted instruction and interventions to support students' academic progress during the summer break. Through engaging and interactive activities, students can strengthen their foundational skills and bridge any gaps in their learning.

- **Extended Learning Opportunities:** We offer extended learning opportunities beyond the regular school day. This includes afterschool programs that provide academic support, enrichment activities, and skill-building opportunities. These programs may include STEM clubs, arts and music programs, sports activities, and other engaging experiences that enhance students' learning and promote their overall development.
- **Extended School Day Classes in Math and Literacy:** To further support students' academic growth, we offer extended school day classes focused on math and literacy. These classes provide additional instructional time and targeted support in key subject areas. Qualified teachers provide personalized instruction, addressing students' specific needs and helping them to achieve academic success.
- **Tutoring and Case Management through Partners:** Through partnerships with external organizations, we offer tutoring and case management services. These partners provide one-on-one or small group tutoring sessions to students who need extra support in specific subjects. Additionally, case management services help identify and address any barriers to students' school success by connecting them with wraparound supports and basic needs resources.
- **Culturally Specific Services for Black and Latinx Students:** Recognizing the importance of cultural identity and support, we continue to invest resources in the development of culturally specific services. These services provide a space for our Black and Latinx students to build and strengthen relationships with peers and adults who share their cultural identity. By expanding their network of supports and connecting them to positive role models, we aim to create an inclusive and supportive environment that fosters their academic and personal growth.

## **Homework Policy:**

At Aki Kurose Middle School, we are committed to providing a balanced and effective homework policy that supports our students' learning while respecting their time for other activities and family engagement. Our homework policy is structured to reinforce classroom learning and foster independent study skills.

### **Daily Reading:**

- Students are expected to engage in 30 minutes of reading from their independent reading books every night.
- The aim is to nurture a love for reading and enhance literacy skills.

### **Math Homework:**

- Math homework will be assigned twice a week, specifically on Mondays and Wednesdays.
- These assignments are intended to reinforce and practice concepts taught in class.
- Homework assigned on Monday is due on Wednesday, and homework assigned on Wednesday is due on Friday.
- For additional practice and skill reinforcement, students are encouraged to use IXL, an online learning platform.

### **Social Studies and Science Homework:**

- Homework for Social Studies and Science will be assigned in alignment with the units of study.
- Assignments may include various activities such as reading, research projects, or preparation for upcoming assessments.
- These tasks aim to deepen students' understanding of the subject matter and cultivate critical thinking skills.

### **General Guidelines:**

- Total homework time should not exceed 60 minutes per night, inclusive of all subjects.

- Homework assignments are designed to be meaningful and directly related to classroom learning.
- Parents/guardians are encouraged to provide a conducive environment for homework completion and should allow students to work independently.

#### Support and Resources:

- Teachers are available for extra support during designated office hours or by appointment.
- The school library and online resources are available to students for research and additional learning support.

---

## Priority Area: Family and Community Engagement

### Measures and Targets

#### 2023-26 Three-year Goal:

We will proactively and consistently work in partnership with students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

#### 2024-25 One-Year Goal: In Progress

### Action Plan

#### 2024-25 Evidence-based Practice 1:

Family Participation: Provide opportunities for families and community members to contribute to the life of the school in ways that reflect their interests, skills, experience, and capacity to do so.

#### Student Outcome Data Measures:

Family Surveys

#### Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

#### Process Data Measures:

Participation/Attendance (e.g., Events, Membership)

#### Timeframe for Reviewing Process Data Measures:

Quarterly

#### Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Principal Lowery
- Maggie O'Sullivan

---

## 2024-25 Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

### Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level-specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$5,568,534
- **Activities Implemented to Meet Intent and Purpose:** Provide standards aligned instruction to all students.

### **Title 1**

- **Intent and Purpose:** To provide all children significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.
- **Dollar Amount:** \$352,026
- **Activities Implemented to Meet Intent and Purpose:** Provide instructional supports to students who qualify for Title funded interventions.

### **Multilingual Learners (Title III)**

- **Intent and Purpose:** Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$952,776
- **Activities Implemented to Meet Intent and Purpose:** Instructional support to students who qualify for multilingual services.
- Translation and interpretation services.

### **Learning Assistance Program (LAP)**

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$352,026
- **Activities Implemented to Meet Intent and Purpose:** Provide instructional supports to students who qualify for LAP funded interventions.

### **High Poverty LAP**

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$247,672
- **Activities Implemented to Meet Intent and Purpose:** Provide instructional supports to students who qualify for LAP funded interventions.

### **Levy Funds**

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** \$580,000
- **Activities Implemented to Meet Intent and Purpose:** In progress.