



2024-25 CSIP Review and Updates Broadview-Thomson PreK-8 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: Broadview-Thomson PreK-8 School

Principal: Tipton Blish

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: John Urdal, Heather Cowan, Tia Rizk, Rachel Alberstein, Grace Fennimore, Olivia Bloomquist, Julie Shin, Catherine Donohue, Anna Eifert, Sarah Nakatani, Mellissa Marquez, Miranda Sullivan, Jacquelyn Prince, Aron Bodwitch, and Karma Jensen.

[2023-26 Broadview-Thomson CSIP](#)

[Broadview-Thomson K-8 School Report](#)

[Broadview-Thomson K-8 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.

Learning Environments: Joyful, Safe, Anti-Racist

Classroom Instruction:

- 3rd-Grade Reading & 7th Grade Math
- Family and Community Engagement
- Culturally Responsive Workforce

Culture of Collaboration:

- Grade-level PLCs
- PLCs At Work Conference
- Schoolwide PLC mindset- learning organization

Tier 1 Practices for Multilingual Learners:

- Positioning ML students as competent and confident learners
- Student-to-student discourse
- Language objectives

Systemic Early Literacy Practices:

- ELIN network professional development
- Text Dependent Questioning and Writing About Reading Project
- Aligned use of CCC and SIPPS curriculum across grades
- Learning Labs and Walk-throughs

Aligned UDL Instructional Practices:

- Learning Objectives, Success Criteria, and Student Reflection
- Flexible Methods

Mindset and Global Competencies:

- Bulldog Learner
- AVID
- Productive Struggle/Independent Learners

Restorative Practices:

- Community Circles
- Problem-solving Circles

Family Engagement:

- Family STEM Night with Boeing Partnership
- BIPOC Nights
- Family-led Celebrations: Dia de Muertos, Dia de Reyes, Middle School Dance
- Community Cultures Celebration

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?

Does the focus on Early Literacy take away from the focus on excellent Math instruction and learning? Or on upper grade Literacy instruction?

Did we authentically engage with the concerns and voices of our BIPOC families in a way that continued to marginalize them?

Did our restorative practices live too much in Tier 3 (and 2) and without strong Tier 1 didn't create the community and the learning that was promised?

Does the emphasis on collaboration leave less time for planning and preparation?

Does the focus on UDL and ML practices take away from developing content area/curriculum expertise?

What are short-term and long-term desired outcomes for student, family, and staff groups?

Student short-term: Engaged in grade-level curriculum daily, common learning experiences across grades, language-focused learning, clear learning objectives with success criteria and high-level feedback.

Student long-term: Reach grade-level standard and beyond, developing multilingualism/biliteracy, and leaving Broadview with global competencies (Bulldog Learner)

Family short-term: Increased opportunities (and decreased barriers) to actively participate and provide input/feedback in the school community

Family long-term: Partners in co-constructing vision for school and community; feel sense of ownership in school

Staff short-term: Engaged in data-driven learning communities, hold high expectations for all students, and develop expertise in UDL practices (clear objectives and formative assessment) and language + content instruction.

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:

SBA Data:

Math: Overall increase in students scoring proficient or above from 38% in 2021-22 to 50% in 2023-24. This includes the 4th and 7th grade cohorts at 57% proficient or above (highest in Broadview-

ELA: Overall increase in students scoring proficient or above from 50% in 2021-22 to 52% in 2023-24.

Potential Gaps: Growth in ELA and Math SBA is most significant for white students. In fact, Black/African American student proficiency rates decreased in ELA. Overall growth in ELA is minimal.

MAP Data:

Math and Reading: Fall-to-Fall growth data for math and reading shows some cohorts of students with significant growth (for example, 76% of one 23-24 met or exceeded growth in reading, including 79% of SoCFEEJ) while other cohorts have less consistent growth (for example, 30% of a different 23-24 cohort met or exceeded growth in math, including 39% of SoCFEEJ).

Qualitative Data:

Walkthroughs, student interviews, and teacher interviews show that most (75%) classrooms at Broadview have consistent, grade-level learning objectives aligned with curriculum. Some classrooms include some emphasis on building productive struggle and centering student voice. We believe that classrooms with consistent, grade-level learning objectives aligned with curriculum AND culturally responsive teaching (positioning students as expert learners, student-to-student discourse, and building productive struggle) are where accelerated student learning is happening.

Summary of student strengths supported by data:

High numbers of students continue to report feeling included in school and in the learning environments. More than 80% of students are feeling safe and welcome, treated equitably, that the school is safe and welcoming, and that students' identities are important parts of who they are.

Identify and prioritize student needs supported by data:

A sense of classroom community is an area students identified as a need—this was an evolution over the year last year when 14% fewer respondents in spring indicated their classrooms felt like a community. There are academic areas that suggest priorities, particularly in instructional practices, curriculum, and expectations for students learning – where Tier 1 practices include moving through grade-level standards and learning opportunities and where collaboration is rich and data-focused, students learn at higher levels than where instruction is less aligned and the instruction is less aligned to the curriculum scope and sequence, the learning is at lower levels. These needs are identified in both the general population and in students furthest from educational justice.

Summary of possible root causes of the priority student need:

- Alignment to curriculum and grade-level standards
- Understanding of students' funds of knowledge and what they 'can-do'
- Intentional and structured student-to-student academic discussion
- Building 'Habits of Mind,' including capacity for (and joy in) productive struggle and Bulldog Learner competencies
- Student voice and choice in learning (aligned to grade-level learning)

School Staff

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

Based on Spring 2024 Student Survey Data (3-5), 75% of students have adults at school that teach them about their culture(s) and history, an increase of 12% from Fall 2024. 95% of students indicated that their teacher believes they can do great things.

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

Based on Student Climate Survey Data, 88% of students indicated a positive perception of pedagogical effectiveness. Growth in SBA and MAP scores also reflects growth in pedagogical practices, but gaps exist in growth for Students of Color Furthest from Educational Justice. Based on Staff Climate Survey Data, 95% of staff believe that there is a collaborative work culture at Broadview, and 84% believe that the BLT-developed professional development improves professional abilities. This indicates that professional learning related to UDL practices and collaboration has effectively supported student outcomes.

Professional learning that needs to be strengthened or is no longer being implemented due to minimal impact on student outcomes:

Based on Staff Survey Data, 73% of staff indicate positive perception of the culturally responsive and anti-racist work environment at Broadview-Thomson. 69% of staff believe that we can have honest conversations with each other about race, and 62% believe that leadership actively confronts issues of racial concern. This suggests that further professional learning related to building a culturally responsive and anti-racist work environment is needed. To address this, Broadview is a part of the Racial Equity Series Pilot, with a focus on building our capacity as reflective practitioners and our developing authentic learning partnerships with students.

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:

100% of staff utilize TalkingPoints to communicate with families, and 100% of classroom teachers send newsletters to families bi-weekly or weekly. Broadview has increased family engagement through event-planning partnership with families and the PTA, including BIPOC Parent Nights, Broadview Block Party, Welcome to Broadview Night, Dia de Muertos Celebration, Community

Cultures Celebration, and other events. An area of growth for 24-25 is in building equitable systems for family input and power sharing.

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:

Broadview partners with Team Read to provide targeted afterschool reading instruction to students currently reading below grade-level standard in 2nd and 3rd grade. 18-20 students participate in Team Read from November-May, with two days per week of afterschool instruction. Skills developed during Team Read align with skills taught and practiced in 2nd and 3rd grade classrooms and are intended to accelerate learning and close opportunity gaps.

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

Measures and Targets

2023-26 Three-year Goal:

By 2026, Student Climate Survey will increase from 69% to 90% in "College and Career Readiness". The Climate Survey will ask students

1. if they're getting helpful information at the school about career paths, internships, and job programs,
2. if the teachers at the school have helped develop the skills and knowledge to be successful in life after graduation
3. if students are getting helpful information about applying to colleges and financial aid.

2024-25 One-Year Goal:

By the spring of 2025:

1. 90% of students will report that they belong in their classrooms as surveyed in the spring student climate survey: up from 80%
2. 85% of students will report that their classrooms feel like a community as surveyed in the spring student climate survey: up from 74%
3. 90% of students will report that after conflicts they work to fix relationships as surveyed in the spring student climate survey: up from 66%.

Action Plan

2024-25 Evidence-based Practice 1:

Tier 1 Restorative Practices: Educators will implement a restorative and relational culture across the school community.

Student Outcome Data Measures:

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

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- End of Year
- Biweekly

Process Data Measures:

- Walk-through/Observational Data
- Professional Development Attendance and Exit Tickets

Timeframe for Reviewing Process Data Measures:

Weekly

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

- MTSS Team
- PBIS Team
- Admin Team

Additional context about your school's implementation of chosen evidence-based practice:

This practice is also supported by staff anti-racist professional development pilot program.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

In 2026,

- 73 % of Broadview-Thomson PreK-8 3rd-grade students will be reading at grade level as measured by the Smarter Balanced Assessment.
- 62% of 3rd-grade Students of Color Furthest from Educational Justice will be reading at grade level
- 49% of 3rd-grade African American male students will be reading at grade level
- 48% of 3rd-grade students getting Multilingual services will be reading at grade level

2024-25 One-Year Goal:

By the spring of 2025

- 43.3% of all 3rd-grade students will meet grade-level reading as measured by MAP
- 23.5% of 3rd-grade students furthest from educational justice will be reading at grade level
- 30% of 3rd-grade African American students will be reading at grade level
- 26.7% of 3rd-grade students with IEPs will be reading at grade level

21.8% of 3rd-students receiving Multilingual services will be reading at grade level

Action Plan

2024-25 Evidence-based Practice 1:

Tier 1 and Tier 2 Foundational Skills Instruction: Educators provide strategic and targeted instruction in foundational skills to all students according to assessed needs, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Mastery Data

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Professional Development Exit Tickets

Timeframe for Reviewing Process Data Measures:

- Weekly
- Quarterly

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

- Grade-level teams
- MTSS
- Admin Team

Additional context about your school's implementation of chosen evidence-based practice:

Continued participation in the Early Literacy Improvement Network with its instructional support, systems support, and data analysis.

2024-25 Evidence-based Practice 2:

Professional Learning Communities: Educators engage in regular PLC meetings supported through master scheduling and use the results of the SPS Curriculum Embedded Assessments and other common assessments to identify additional supports for and provide wise feedback to focal students.

Student Outcome Data Measures:

- Curriculum-Embedded Assessments (CEAs)
- Student work samples (TDQ/WARP)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Teacher Observational Data
- Professional Development Exit Tickets

Timeframe for Reviewing Process Data Measures:

Monthly

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

- Grade-level teams
- MTSS

Advanced Learning and Highly Capable Services:

Students are provided advanced learning services within the Neighborhood School Model for students identified as HC or AL in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) differentiated instruction is provided by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement and acceleration in depth and complexity to grade level curriculum, based on the needs of each student.

Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Curriculum supports in content areas are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

It is important to note, there is not separate staffing or different curriculum designated only for advanced learning in the neighborhood school services. Differentiation is provided through Tier 1 and Tier 2 extensions and learning opportunities by the child's general education classroom teacher and grade level team partners. The differentiation is provided for a child that demonstrates ongoing mastery of grade level common core standards and readiness to extend their learning/thinking in depth and complexity within grade level content.

Expanded Learning:

- Math Club
- Homework Club-Middle School
- Laura's Reading Lab
- Page Ahead
- Library Partnership with SPL
- SPS Summer Learning Program
- STEM night
- Literacy Nigh
- Family Engagement through Family connector
- Robotics Club
- Art Wizards
- Drama Club
- Middle School Sports
- Team Read

Homework Policy:

Homework is assigned either to reinforce and/or practice skills that have been learned or taught throughout the school day, or to complete task and/or projects that were begun in class. Homework can also be used to build background knowledge and introduce a skill/concept to be used in future lessons. Homework is often a perfect opportunity to differentiate to usher in success for all.

The weekday guidelines for homework are based on grade level. Please note these are averages for the whole school year. There may be nights/evenings/weeks where students spend more time due to a project, etc.

Kindergarten:

20 Minutes Recommended Reading Per Night

0 Minutes Recommended of Homework Per Night

1st Grade:

20 Minutes Recommended Reading Per Night

5 Minutes Recommended of Homework Per Night

2nd Grade:

20 Minutes Recommended Reading Per Night
10 Minutes Recommended of Homework Per Night

3rd Grade:

25 Minutes Recommended Reading Per Night
10 - 15 Minutes Recommended of Homework Per Night

4th – 5th Grade

30 Minutes Recommended Reading Per Night
10 - 20 Minutes Recommended of Homework Per Night

Teacher Responsibilities:

- To provide meaningful homework assignments that students can complete independently.
- To clearly communicate homework directions and expectations.
- To monitor the amount of homework assigned so that it corresponds to school guidelines.
- To provide feedback on homework in a timely manner

Student Responsibilities:

- To assume responsibility for completing homework independently and to the best of the student's ability.
- To make sure to understand homework assignments by listening to directions, asking questions when something is unclear, and carefully reading instructions.
- To gather all necessary materials to complete assignments before leaving the classroom and return homework assignments to school on time.
- To ask for help if they are having difficulty with the homework assigned.

Family Responsibilities:

- To provide a consistent routine and environment that is conducive to completing homework. Provide limits/guidelines on "screen time."
- To ensure that the student receives the educational benefit from the assignment by encouraging independence, offering assistance and answering questions as needed without influencing the result.
- To notify the teacher if the homework is creating a problem at home.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

By the Spring of 2026

- 74 % of Broadview-Thomson PreK-8 7th-grade students will meet 7th-grade math standards as measured by the Smarter Balanced Assessment
- 67% of 7th-grade Students of Color Furthest from Educational Justice will meet 7th-grade math standards as measured by the Smarter Balanced Assessment
- 55% of 7th-grade students with IEPs will meet 7th-grade math standards as measured by the Smarter Balanced Assessment

2024-25 One-Year Goal:

By the Spring of 2025

- 54.8% of 7th grade students will meet grade-level standard in math as measured by MAP
- 37.8% of 7th-grade Students of Color Furthest from Educational Justice will meet grade-level standards in math.

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)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data

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

- Classroom Teachers
- Support Staff
- Admin Team

Advanced Learning and Highly Capable Services:

Students are provided advanced learning services within the Neighborhood School Model for students identified as HC or AL in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) differentiated instruction is provided by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement and acceleration in depth and complexity to grade level curriculum, based on the needs of each student.

Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Curriculum supports in content areas are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

It is important to note, there is not separate staffing or different curriculum designated only for advanced learning in the neighborhood school services. Differentiation is provided through Tier 1 and Tier 2 extensions and learning opportunities by the child's general education classroom teacher

and grade level team partners. The differentiation is provided for a child that demonstrates ongoing mastery of grade level common core standards and readiness to extend their learning/thinking in depth and complexity within grade level content.

Expanded Learning:

- Field trips with AVID
- Amazon Mentors for 6th graders
- Afterschool homework club
- Intervention and multilingual staff will work with students who need extra support during advisory.
- Middle School students have the opportunity to tutor our elementary school students through a tutoring program.

Homework Policy:

Homework is assigned either to reinforce and/or practice skills that have been learned or taught throughout the school day, or to complete task and/or projects that were begun in class. Homework can also be used to build background knowledge and introduce a skill/concept to be used in future lessons. Homework is often a perfect opportunity to differentiate to usher in success for all.

The weekday guidelines for homework are based on grade level. Please note these are averages for the whole school year. There may be nights/evenings/weeks where students spend more time due to a project, etc.

6th – 8th Grade:

30 Minutes Recommended Reading Per Night

30 - 60 Minutes Recommended of Homework Per Night

Teacher Responsibilities:

- To provide meaningful homework assignments that students can complete independently.
- To clearly communicate homework directions and expectations.
- To monitor the amount of homework assigned so that it corresponds to school guidelines.
- To provide feedback on homework in a timely manner

Student Responsibilities:

- To assume responsibility for completing homework independently and to the best of the student's ability.
- To make sure to understand homework assignments by listening to directions, asking questions when something is unclear, and carefully reading instructions.
- To gather all necessary materials to complete assignments before leaving the classroom and return homework assignments to school on time.
- To ask for help if they are having difficulty with the homework assigned.

Family Responsibilities:

- To provide a consistent routine and environment that is conducive to completing homework. Provide limits/guidelines on "screen time."
 - To ensure that the student receives the educational benefit from the assignment by encouraging independence, offering assistance and answering questions as needed without influencing the result.
 - To notify the teacher if the homework is creating a problem at home.
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Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By 2026, communication between staff and parent/guardian of students will increase in consistency and style using three different avenues.

First, by 2026 the number of staff who use Talking Points as their primary form of communication with families will increase from 44% to 100%.

Secondly, we will increase attendance at all schoolwide events from 70% to 90% schoolwide.

2024-25 One-Year Goal:

Attendance and affinity group family events will increase by 25% between fall, 2024 and spring, 2025.

Action Plan

2024-25 Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Student Outcome Data Measures:

- Student Attendance
- Elementary Progress Reports

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Engagement Event Exit Tickets
- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- Family Engagement Committee
- MTSS Team
- Racial Equity Team

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:** \$8,028,558

- **Activities Implemented to Meet Intent and Purpose:**
 - Staffing:
 - Teachers
 - Instructional Assistants (IAs)
 - Principals
 - Front Office
 - Counselor
 - Social Worker
 - Supplies
 - Supplemental Curriculum (e.g., Being a Reader Sets)
 - Math Intervention/Coaching/Co-teaching

Title 1 Funds:

- **Intent and Purpose:** To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.
- **Dollar Amount:** \$234,432
- **Activities Implemented to Meet Intent and Purpose:**
 - Academic Intervention: Reading Intervention and Math Intervention and Coaching
 - Professional Development: PLC Conference and Learning Labs

Multilingual Learner Funds (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:** \$415,722
- **Activities Implemented to Meet Intent and Purpose:**
 - 2.6 Multilingual (ML) Teachers
 - 4.0 Bilingual Instructional Assistants

Learning Assistance Program Funds (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:** \$83,570
- **Activities Implemented to Meet Intent and Purpose:**
 - Reading Intervention
 - Coaching/Co-teaching (ML Focus)
 - Social Worker

High Poverty LAP Funds:

- **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:** \$160,096
- **Activities Implemented to Meet Intent and Purpose:**
 - Reading Intervention
 - Coaching/Co-teaching (ML Focus)
 - Social Worker