



2024-25 CSIP Review and Updates Cascade Parent Partnership

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: Cascade Parent Partnership

Principal: Owen Gonder

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Beth Williams (Teacher), Carmen Zelaya (AIS, Mentor), Dana Curiel Mar (Student), Heather Kohler (Parent), Laurie Reed (Teacher), Lloyanne Wallien (Family Liaison), Kim Sciarrone (AIS, Mentor), Kristin Ekanger Lo Conte (Parent), Megan Gonzales (Parent), Nico Powless (Student), and Owen Gonder (Principal).

[2023-26 CSIP Cascade Parent Partnership](#)

[Cascade Parent Partnership School Report](#)

[Cascade Parent Partnership 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.

In 2023-24, as components of the Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for student success, the following priority practices were implemented: High-quality, differentiated Tier 1 classroom instruction using district-adopted curriculum, Data collection and disaggregated analysis based on subgroups, Semesterly, school-wide MTSS to discuss every student by story, strength and need, Use of flexible instructional groupings, Positive behavior support through predictable and consistent school expectations and classroom agreements, Implementation of School-wide SEL curriculum and Attendance and participation data collected.

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?

Cascade Parent Partnership is committed to providing professional learning to staff and parent educators that is aligned with the district's Strategic Plan. Cascade is looking internally at how instruction is offered, who is served well and who is not, and how diverse voices are solicited and empowered in decision-making. Tracking attendance and survey participation, Cascade acknowledges that the families of Students of Color Furthest From Educational Justice (SOCFFEJ) are underrepresented and have not been afforded the most efficient or effective ways to participate in community.

Teachers and families meet regularly through scheduled and drop-in meetings with the K8 and through My Bookings appointments with our K12 Virtual Option families. However, these forms of communication assume access to technology, means of transportation, availability of time and ability to understand and actively participate in discussions primarily in English. A concerted effort is being made to engage community members through multiple forms of communications, including in-person conversations, email, school messages via Talking Points text messages, and telephone voicemail.

Through Talking Points and Let's Talk text messages, home language support is provided. For live meetings, the school provides interpreting services through staff, when appropriate or seeks out outside language interpreting services. Lastly, families are provided opportunities to volunteer in the community as club facilitators, serve on planning teams, assist in classes providing support to small groups, fulfill clerical duties, serve on the school's Building Leadership Team, and participate in different affinity groups, including Families of students who are neurodivergent and Families of Color who homeschool.

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

Cascade's long-term community outcomes include the following: Creating authentic learning experiences for students, Providing students with agency over their own learning, Identifying and challenging implicit bias and eliminating microaggressions, Students and parents serving on the Building Leadership Team, Parents leading professional PD with staff, Families facilitating enrichment clubs, Families co-leading/teaching parent-led instruction with other families within the school community and Students and community input being thoughtfully and authentically included in school decision-making.

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:

In 2023-24, Cascade worked towards the following goal: By Spring 2024, Cascade Parent Partnership will incorporate Universal Design for Learning (UDL) best practices into lesson planning, connecting student interests, experiences, and cultural backgrounds into classroom instruction, resulting in a 10% increase in favorable responses on student climate surveys. Specifically, Cascade examined questions on the student climate survey, including "My teachers connect what we learn to my interests..." and "The math I learn is relevant to my life."

What was determined through comparative analysis of Fall and Spring Climate survey data over two years was that 6-8 grade students indicated that “My teachers connect what we learn to my interests...” showed a decrease in the Fall-to-Fall data in 2022 and 2023. The percentage of 6-8 grade students decreased from 83% to 68% in the fall.

After 2022, Cascade observed positive trends over the year rising from Fall 2023’s 68% agreement to 76% in Spring 2023. Grade 6-8 students however, indicated a declining agreement with the statement, “The math I learn is relevant to my life,” as observed through a significant percentage drop each year from Fall to Spring in 2022 and 2023. In 2022, scores dropped from 76% agreement to 59%. In 2023, scores again dropped from 74% agreement to 63%. Anticipated growth has not been achieved and our teachers are reexamining UDL approaches to unit planning and daily instruction to ensure that students have meaningful and relevant learning experiences that are relatable to their lives.

Summary of student strengths supported by data:

The percentage of 7th grade Students of Color FFEJ proficient or above in Math on the SBA will increase from a baseline of 0.0% to a target goal of 10.0% by 2023-24. 27.3% of 7th grade Students of Color FFEJ were proficient or above in math on the 2024 spring SBA. This goal was achieved. Cascade continues to diligently work towards its three-year academic goal of increasing the percentage of 7th grade Students of Color FFEJ proficient or above in Math on the SBA from a baseline of 4.2% to a target goal of 45.2% by 2025-26.

Identify and prioritize student needs supported by data:

In 2023-24, Cascade worked towards the following goal: The percent of 3rd grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 6.7% to a target goal of 16.7% by 2023-24. We did not achieve this goal because we did not have enough 3rd-grade Students of Color FFEJ take the SBA to report on this group. We had a total of eleven 3rd grade students who participated in SBA ELA testing and 45% of them scored proficient or above. While students who are testing are showing some success, we have created a new goal of increasing participation in the SBA for Students of Color FFEJ to 50% or higher to better represent the overall 3rd grade student body.

Summary of possible root causes of the priority student need:

Cascade historically has experienced high test refusal which is a family’s right. However, with limited student participation, the results are at time inconclusive and do not accurately convey instructional program strengths and areas of improvement. In 2024-25, Cascade will offer training to families about the benefits of standardized tests by March, moving from no opportunity to one opportunity. By March 2025, Cascade will offer experience working with standardized testing strategies, and computer usage in our certificated ELA and Math classes.

School Staff

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

Cascade staff indicated through the annual climate survey a decrease in agreement with working in a culturally responsive and anti-racist work environment, scoring 55% agreement. This was the largest drop (18%) in any of the other areas and marked the largest discrepancy from Seattle Public Schools’ average, a score that was 23% lower than the district’s average in the same category. Staff are hungry for knowledge but equally as excited to engage in curriculum that better addresses the needs of our students. For example, Cascade’s Virtual Option 6-12 students participate in largely asynchronous, pre-recorded learning, that is neither culturally responsive nor largely applicable to the lives of students. Teachers and Academic Intervention Specialists are examining ways to better address student needs, support a more inclusive learning environment through facilitated, live, remote advisories and tutoring and ensuring student choice and voice in their own learning.

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

Cascade staff indicate 92% agreement with the statement “I feel like a valued member of this department and school, my ideas contributions and time are respected at work.” Staff believe that instructional choices that they make in service to students is valued. Monthly overall progress ranges between 75% to 85% proficient or above standard, suggesting that instruction and the use of assessment are serving the majority of learners with strong tier 1 instruction.

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

Cascade is committed to a series of whole-staff PDs to further develop strong Tier One instruction and peer collaboration. Focused on Grade-level and content area PLCs with the instructional team of teachers, instructional assistants, counselors and academic intervention specialists, Cascade is doubling down on Universal Design for Learning (UDL) principles. To focus attention, Cascade will move away from formal instruction around GLAD-sheltered English instruction strategies. These strategies will remain supported by our MLL team and incorporated when appropriate to student writing.

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:

As an Alternative Learning Environment school, Cascade Parent Partnership values and is committed to:

- Collaboration
- Eliciting student and family voice, Inclusion
- Support and celebration of individuality
- Meeting students where they are and uplifting them from that starting point
- Embracing individual learning journey (in-person)
- Advocacy on the behalf of and in partnership with students and their families
- Rightful presence,
- Environments where all students feel seen, heard, and welcomed in all schools and spaces, including General Education classrooms, regardless of race, gender, ethnicity, disability, socioeconomic status, religious affiliation, LGBTQIA+ sexual orientation and gender identity, primary language, and any other identifier, so that every student is a fully included member of their community
- Family engagement leads to measurable outcomes and continuous progress at the student and school levels and Family and community engagement builds trust and leverages community assets.

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

Measures and Targets

2023-26 Three-year Goal:

By Spring 2026, Cascade Parent Partnership will create a joyful, safe, and anti-racist learning environment by implementing Culturally and Historically Responsive Learning (CHRL) considerations into lesson planning, recruiting diverse representation on the Building Leadership Team, and fostering a culture of collective inquiry and support through student, parent and/or staff-facilitated affinity groups, resulting in a 10% increase in favorable responses on student climate surveys (Identity and Culturally Responsive Teaching- 74% Grades 6-8) and increased two-way communications with families.

2024-25 One-Year Goal:

By Spring 2025, Cascade Parent Partnership will incorporate Universal Design for Learning (UDL) best practices into lesson planning, connecting student interest, experiences, and cultural backgrounds into classroom instruction, resulting in a 10% increase in favorable responses on student climate surveys ("My teachers connect what we learn to my interests..."- 76% Grades 6-8 and "The math I learn is relevant to my life"- 63% Grades 6-8) and a higher average of Grades 6-8 monthly progress that meets grade level standard.

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:

Weekly certificated teacher contact and student participation in online learning.

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

- Professional Development Attendance and Exit Tickets
- Monthly progress in Written Student Learning Plans
- Building determine Schedule of MTSS Meetings

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

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

Program-specific MTSS teams (K8 Parent Partnership & K12 Virtual Option)

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percent of 3rd grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 3.8% to a target goal of 33.8% by 2025-26.

2024-25 One-Year Goal:

In the 2024-25 school year, Cascade will monitor 2nd and 3rd grade reading scores, as measured by classroom-based assessments, standardized testing, and monthly progress to ensure that MTSS Tier One instruction meets 80% of students' reading needs, by March 2025.

Action Plan

2024-25 Evidence-based Practice 1:

High Quality Tier Instruction: Educators will implement adopted instructional resources to serve all students, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)
- Monthly progress in Written Student Learning Plans

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

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

- PLCs
- Principal

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:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)
- Monthly progress in Written Student Learning Plans

Timeframe for Reviewing Student Outcome Data Measures:

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

- PLCs
- Principal

Advanced Learning and Highly Capable Services:

Cascade Parent Partnership K-12 will offer a Highly Capable service delivery model for students, specifically focusing on a three-tier system of support for the 2024-2025 academic year.

Grades K-8:

Tier 1

- Audience: All students in the classroom in our school, both participating in the K8 in-person partnership model and the K12 Virtual Option.
- Content: Universal design for learning, differentiated instruction, and talent development/enrichment are provided at this tier.

Tier 2

- Audience: Specific students requiring additional support.
- Content: Support services at this tier accelerate depth and complexity, offering exploration, interest-based learning, and activities centered around student voice. Differentiation strategies are employed within grade-level content.

Tier 3

- Audience: Services are specifically matched to individual students based on a needs assessment.

Grades 9-12:

- High School Level Opportunities: All students continue to have access to advanced-level courses, including AP courses, Honors courses, College in the High School, Running Start, STEM, and International Baccalaureate education.
- Encouragement: Students are encouraged to access additional enrichment opportunities through extracurricular activities and competitions.

Advanced Learner (AL) Services:

- Eligibility: For students needing enriched and differentiated instruction who do not meet Highly Capable (HC) criteria.
- Service Model: AL is an additional eligibility category and a non-cohort service model.
- Transition: AL services are expected to continue through the 2023-24 academic year, transitioning into the district plan for Highly Capable students with a Tiered Support model.

Universal Screening for Grades 1-8:

- Services: Students who qualify for AL in universal screening will receive differentiated services within their assigned 2023-24 classroom.
- Examples of Services:
 - Flexible cluster grouping
 - Universal Design for Learning/Differentiation
 - Independent/interest-based projects

Overall, this service delivery model provides a comprehensive and tiered approach to support the diverse needs of students, integrating both universal and targeted strategies for enrichment and differentiation.

Expanded Learning:

Cascade families work in partnership with our Certificated teachers. Parents led their own instruction at home, using a variety of provided resources which is customizable through our Curriculum Library. Cascade Family Liaison and Learning Plan Counselors provide guidance to families, making recommendations of useful materials and link families to outside enrichment and/or acceleration programs.

Homework Policy:

Purpose of Homework:

- Skill Refinement: Homework is assigned to allow students to practice and refine their skills.
- Preparation for Next Class: It prepares students for the upcoming class.
- Application to New Situations: Homework extends assignments to apply them to new situations.
- Long-Range Assignments: Some homework may involve long-term projects spanning days or weeks.
- Development of Habits: Homework aims to develop responsibility, pride in independent accomplishment, and strong study habits.

Make-Up Work:

- Due to Illness: Make-up work is not considered homework and may be assigned to ensure basic concepts are learned.
- Limitation of Assignments: Assignments for make-up work should be limited in scope to avoid overburdening a recovering student.

Student Responsibility:

- Use of Time: If a student has not used ample time provided for an assignment, sending work home may be necessary.
- Parent-Teacher Conference: In such cases, a parent-teacher conference may be arranged to develop a collaborative home-school approach to improve time management for the student.

This set of guidelines reflects a thoughtful approach to homework, considering both the educational benefits and well-being of students, especially in the case of make-up work after illness. The emphasis on collaboration between parents and teachers suggests an integrated approach to student development.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percentage of 7th grade Students of Color FFEJ proficient or above in Math on the SBA will increase from a baseline of 4.2% to a target goal of 45.2% by 2025-26.

2024-25 One-Year Goal:

In the 2024-25 school year, Cascade will monitor 7th grade math scores, as measured by classroom-based assessments, standardized testing, and monthly progress to ensure that MTSS Tier One instruction meets 80% of students' reading needs, by March 2025.

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)
- Smarter Balanced Assessment (SBA)
- Monthly progress in Written Student Learning Plans

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
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Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

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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.

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- Eligibility: For students needing enriched and differentiated instruction who do not meet Highly Capable (HC) criteria.
- Service Model: AL is an additional eligibility category and a non-cohort service model.
- Transition: AL services are expected to continue through the 2023-24 academic year, transitioning into the district plan for Highly Capable students with a Tiered Support model.

Universal Screening for Grades 1-8:

- Services: Students who qualify for AL in universal screening will receive differentiated services within their assigned 2023-24 classroom.
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Overall, this service delivery model provides a comprehensive and tiered approach to support the diverse needs of students, integrating both universal and targeted strategies for enrichment and differentiation.

Expanded Learning:

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- Long-Range Assignments: Some homework may involve long-term projects spanning days or weeks.
- Development of Habits: Homework aims to develop responsibility, pride in independent accomplishment, and strong study habits.

Make-Up Work:

- Due to Illness: Make-up work is not considered homework and may be assigned to ensure basic concepts are learned.
- Limitation of Assignments: Assignments for make-up work should be limited in scope to avoid overburdening a recovering student.

Student Responsibility:

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- Parent-Teacher Conference: In such cases, a parent-teacher conference may be arranged to develop a collaborative home-school approach to improve time management for the student.

This set of guidelines reflects a thoughtful approach to homework, considering both the educational benefits and well-being of students, especially in the case of make-up work after illness. The emphasis on collaboration between parents and teachers suggests an integrated approach to student development.

Priority Area: Classroom Instruction and Academic Success

Action Plan

2024-25 Evidence-based Practice 1:

Graduation & Course Data Tracking: Staff regularly review credit-earning, pathway completion, advanced coursework access, and other college and career readiness data (e.g., in Atlas).

Student Outcome Data Measures:

- MAP
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)
- Monthly progress in Written Student Learning Plans

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year

- Middle of Year
- End of Year

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- End of Year

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

- PLCs
 - Principal
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Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

The percentage of all families participating in school-created and district-created climate surveys will increase from a baseline of 13.0% to a target goal of 75.0% by 2025-26.

2024-25 One-Year Goal:

The percentage of Families of Color participating in school-created and district-created climate surveys will increase from a baseline of 6.0% to a target goal of 33.0% by May 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
- Discipline/Suspensions
- Missed Instruction Log
- Student Grade Reports

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- End of Year

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

- BLT
 - Principal
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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:** \$1,108,393
- **Activities Implemented to Meet Intent and Purpose:** Teachers with Professional Collaboration Planning (PCP) will provide instruction for all students aligned to state standards.

Title 1

- **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:** \$38,748
- **Activities Implemented to Meet Intent and Purpose:** Funding to support MTSS supports and resources, including high-quality intervention curriculum, software, and other textual materials.

Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds are designed to support the district language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$128,684
- **Activities Implemented to Meet Intent and Purpose:**
 - 0.8 FTE MLL teacher
 - Interpreting services
 - Extra time to support translations at family events
 - Resources to support the academic success of MLL students

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:** \$45,000
- **Activities Implemented to Meet Intent and Purpose:**
 - 0.2 FTE Interventionist combined with a part-time teacher position to offer 6–8-week intervention sessions with identified LAP students

- Up to four hourly tutors to support students in reading, math, and writing across K-12, in both in-person and remote environments

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:** \$13,000
- **Activities Implemented to Meet Intent and Purpose:** Supplemental state dollars to support K-5 literacy and supplemental reading and math for Tier 2 students K-12

Other Funding Source

- **SPED, Self Help, Discretionary**
 - **Dollar Amount:** \$984,127
 - **Activities Implemented to Meet Intent and Purpose:**
 - SPED Teachers and SPED Instructional Assistants
 - IEP writing and extra time, services, and resources as specified in student IEPs
 - Self-Help Funds to support the instructional program, from classroom supplies to hiring of contracted services
 - Discretionary Funds to hire Personal Service Contractors