



## 2024-25 CSIP Review and Updates Denny International 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:** Denny International Middle School

**Principal:** Mary Ingraham

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:** Emma Sailer, Aimee Hall, Gillian Dockins, Bryelle McGee, Andrea Chorney, Darren Wilson, Lensy Cordova, Vaughan Amare, Crystal Uka, Grace Bennett, Gary Lai, Gina Wickstead, Audrey Roach, Michael Kamin, Mary Ingraham

[2023-26 CSIP: Denny International](#)

[Denny International Middle School Report](#)

[Denny International School Climate Survey](#)

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### 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.**

- Teaching, communicating, re-teaching, and affirming schoolwide expectations.
- Implementing Tier 1 practices centered on positive behavior supports and affirmation: Denny Dinero, Snack Cart Drops for Perfect Attendance, Lunch Time Competitions, Recognition Grade-Level Assemblies, Community Building Grade Level Fieldtrips, Perfect Attendance Individual Recognition.
- Aligned schoolwide intervention system
- Created ASB class and leaders who coordinated activity days, dances, and after school events.
- Worked with Huayruro on a train the trainer model to implement community circles in all classrooms to build community and connection; engaged in Washington Ethnic Studies Now professional learning to continue to develop anti-racist and culturally responsive community.
- Conducted home visits for each new 6<sup>th</sup> grade students.
- Math and ELA small group tier 2 intervention with City Year

- Implemented new math curriculum with common assessments.
- All students took MAP assessment in math for progress monitoring.
- Engaged in the math SEMI work.
- Implemented SEL lessons through advisory.
- Had 9 small groups on different SEL needs led by counseling and social work team.
- Engaged in collaborative family, staff, student attendance meetings and conferences.
- Reading foundation classes.
- Expanded out-of-school time activities.
- Expanded summer academy to include rising 5<sup>th</sup> grade students.
- Held regular Family Forum which were for school staff to listen and learn from families.
- Cultural evening celebration events
- Staff versus student competitions
- SBIRT screener for 7<sup>th</sup> and 8<sup>th</sup> grade.

**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?**

If the schoolwide expectations are not revised through centering student voice and experience, the teaching, reteaching, and affirming will not build community because there will be a lack of buy-in from the students, staff, and families. Further, if these expectations are not fully communicated and reinforced through affirmation then the school culture will not grow deeper and stronger because the expectations, values, and beliefs will not be clear and not aligned so that we are all working together towards the community that we want as co-defined and created by all stakeholders and centering student experience and voice. All people within the Denny community are vulnerable to these risks.

Second, all students who are keeping and contributing to others holding the schoolwide expectations are not recognized and encourage those students are at risk of discontinuing their efforts and this would negatively impact our whole community. Therefore, we need to develop more ways to recognize more students more frequently and timely. If we don't continue to differentiate how we hold Family Forums and evening events to ensure we are culturally and linguistically inclusive and flexible, then we are at risk of not connecting with families and students and developing their sense of belonging to DIMS. If we do not fully collect, analyze, and progress monitor data on all our students, our students are at risk of not having their academic, social, emotional, and behavioral needs met.

Lastly, if we do not continue to be flexible, innovative, and differentiate our attendance processes and systems the scholars who are missing a lot of school are at risk of falling further behind academically.

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

Staff:

- Implement Tier 1 practices that grow scholars and the school culture through concurrent academic, social-emotional, and behavioral practices and systems.
- To use data consistently to make decisions and progress monitor to ensure each scholars' needs are being met.
- To base all decisions, systems, practices, interventions, initiatives on ensuring that each progresses us as a school towards our goals within the CSIP and school mission.

Family:

- To increase engagement in Family Forums, cultural/heritage events, and volunteers within the school.
- To increase engagement through further opportunities including the PTSA, Natural Leaders or other similar groups, a parent advisory committee, community meetings, and two-way communication options embedded in the weekly community newsletter.

Students:

- Increased attendance and engagement in classes as well as school activities
  - Greater student-developed and planned activities
  - Further engagement in the opportunity to share their experience and voice to grow school culture and belonging for all.
  - Greater academic, social-emotional, and behavioral success for each and every scholar
  - Transfer of success in middle school to high school and beyond success through the development of skills and practices that guide each scholar to be a self-directed and curious learner.
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## 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:**

Baseline qualitative data from Spring 2023 Math MAP projected the following:

- 25.5% of all 7<sup>th</sup> students projected to meet standard (L3/L4) on the 2024 SBA Math assessment based on their Spring 2023 MAP RIT score.
- Percent meeting standard on the 2024 SBA: 27.8% (+2.3%)

Priority Students:

- 12.4% of 7<sup>th</sup> grade SOCFEJ projected to meet standard (L3/L4) on the 2024 SBA Math assessment based on their Spring 2023 MAP RIT score.
- Percent meeting standard on the 2024 SBA: 17.5% (+5.1%)
- 5.7% of 7<sup>th</sup> grade African American Males projected to meet standard (L3/L4) on the 2024 SBA Math assessment based on their Spring 2023 MAP RIT score.
- Percent meeting standard on the 2024 SBA: 12% (+6.3%)
- 3.8% of 7<sup>th</sup> grade students with IEPs projected to meet standard (L3/L4) on the 2024 SBA Math assessment based on their Spring 2023 MAP RIT score.
- Percent meeting standard on the 2024 Math SBA: 4.2% (+0.4%)
- 3.6% of 7<sup>th</sup> grade students receiving multilingual (ML) services projected to meet standard (L3/L4) on the next 2024 SBA Math assessment based on their Spring 2023 MAP RIT score.
- Percent meeting standard on the 2024 Math SBA: 1.9% (-1.7%)
- Note – 0% of Black or Hispanic students receiving ML services met standard on the SBA Math assessment.

Learning Environments that are Safe, Joyful and Anti-racist (Panorama data)

- 63% of students believe that behavior rules and expectations are applied fairly to everyone. Breakdowns of subgroups in the affirmative are below-
- 65% of SoCFEJ
- 70% of students with IEPs
- 67 % of African American students

- 66% of Hispanic students
- 69% of students receiving ML services
- 77% of students believe that Denny is a safe and welcoming place for people of all races and cultural backgrounds. Breakdowns of subgroups in the affirmative are below-
- 75% of SoCFFEJ
- 76% of students with IEPs
- 72 % of African American students
- 77% of Hispanic students
- 79% of students receiving ML services
- 73% of students at Denny feel safe and welcome at school. Breakdowns of subgroups in the affirmative are below-
- 74% of SoCFFEJ
- 76% of students with IEPs
- 74 % of African American students
- 74% of Hispanic students
- 76% of students receiving ML services

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

The majority of subgroups exceeded projections of proficiency on the 2024 SBA Math assessment. There has been a 10% increase in students meeting 90% attendance rate from the 2022-23 school year. Increase in proficiency on SBA Math assessment from 2023-24.

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

While almost all subgroups exceeded projections for grade-level proficiency on the SBA, students receiving ML services did not. While these students overall indicate that they feel safe and welcome at Denny, only 59.7% of these students had an attendance rate of 90% or higher. This means that 41.3% of our students receiving ML services met the threshold of being chronically absent.

Subgroup breakdown- 52.7% of Hispanic students had attendance rates of 90% or higher with 47.3% of Hispanic students meeting the threshold of being chronically absent. When broken out by gender, only 48.1% Hispanic students who identify as female had attendance rates of 90% or higher. Hispanic students not receiving ML services had marginally higher percentage of students who were chronically absent than Hispanic students receiving ML services (47.3% vs. 44.4%, respectively) yet 16% of these students met standard on the SBA Math assessment compared to 0% Hispanic students receiving ML services.

Key takeaways:

- Projected proficiency on SBA exceeded by every subgroup except for students receiving ML services.
- Large percentages of students in all major subgroups feel safe and welcome at Denny.
- Many students feel like behavior rules and expectations are not applied fairly to everyone.
- The overall percentage of students meeting 90% attendance rate at Denny was 59.4% with a chronic absenteeism rate of 40.6%. The subgroups of SoCFFEJ, Hispanic and Students with IEPs had higher rates of chronic absenteeism than the overall student population.

Priorities:

- Address attendance rates of all students with a focus on our Hispanic students.
- Focus on the academic needs of our students receiving ML services with a specific focus on our Hispanic students.
- Address the fact that a substantial percentage of students do not feel like behavior rules and expectations applied fairly to everyone.

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

- Recovery from COVID.

- Lack of sense of belonging and student agency.
- Disconnect between school and community.
- Insufficient outreach to families and communities
- Siloed case management
- Inconsistent use of Tier 1 and restorative practices school wide.

## **School Staff**

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

During our Racial Equity Days, all of our staff participated in Washington Ethnic Studies Now Training. When asked in the exit survey, "What are your biggest take-aways from this year's session", staff stated:

- The PD was great to discuss and get new ideas of how our teaching is informed and we can do as a staff to address racial equity.
- My biggest takeaways were more of reminders about the small ways I can change my practice to align with anti-racist pedagogy. Looking at my syllabus and thinking about how to not follow the status quo, was a big one.
- I think I reflect on module 2 the most...wondering about the whiteness in my class within my lesson formats, expectations, and how I respond to students that I feel are "challenging" to me.
- These sessions kept the issues in the front of my mind on a daily basis. Some of the things that I have a greater appreciation for are generational effects of trauma and racism, the efforts that SPS puts into improving the environment for all students, the facts and complexities of our history.

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

Denny partnered with Huayruro to emphasize the use of restorative practices in building community amongst staff and students. Participating staff engaged in learning circle practices to guide students in building community within classrooms and deepen students' sense of belonging. Participating staff worked with Huayruro at least once a month, starting in November.

As shown in our evidence we had positive data from the teachers that participated in Huayruro's training. Data that was collected (taken from the teachers who were trained) was observational data through Learning Walks, comparison between semester 2 and semester 1 grades (106 students had D and Es during semesters 1 and 49 had Ds and Es during semester 2), and attendance data (32% increase in attendance from semester 1 to 2).

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

In order to strengthen professional learning, here is staff feedback about the WAESN training:

- The presentations were interesting, but I need time to digest the readings and participate in the seminars.
- Unfortunately, this PD often left me with more questions than answers. If we are going to spend an abundance of time admiring the problems with public education and society as a whole, we need to come up with some actionable solutions. Also, until we clearly define the role of public education within the United States, this all feels like a futile endeavor.
- Complicated- I have enjoyed the info though I feel like much of it was a review due to my RET work. I feel like we haven't had the application part much.

Therefore, overall, the staff needs more time to implement the training they receive.

## **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:**

During the 2023-2024 school year we had 4 family forums and got valuable feedback not only from our current families, but from our incoming 6th grade families. Since attendance was a challenge, we implemented a family forum during our 6th grade open house which has historically been well attended. For this family forum we had more families and more diversity. The lesson here is to have family forums during historically well attended events.

In addition, teachers regularly used Talking Points and email to update families about grades and behaviors. We also had parent conferences for students that were in danger of failing in the 1<sup>st</sup> quarter as part of our waiver day process. Lastly, we have Restorative Justice circles with families when students have conflict that the students themselves cannot solve or resolve an issue with just the school staff.

Our PTSA held regular dine-out events that concurrently brought families together to connect socially and raised funds for our school. They also held evening events to connect families, including a Skate Night and Movie Night. PTSA members regularly volunteered at the school ensuring student safety at drop off and pick up times and participated in recognizing students who met schoolwide expectations by running the Denny Dinero store. They participated in every evening event held during the school year in several different capacities. They shared exciting news and recognized scholars in the community through efforts such as yard signs. They strengthened staff morale through Thursday Gratitude treats for staff, and teacher/staff appreciation gifts and lunches.

Our Community Newsletter that was shared through email and text weekly received over 500 views regularly where families spent on average over 5 minutes engaging with the newsletter.

## **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:**

We served 151 students to receive mental health services, 21 of which are with private practices outside of school made possible through our Mental Health Grant. Initially we had a greater amount allocated to Southwest Youth and Family Services where we requested a Spanish speaking clinician and SWYFS were not able to provide this, so we reduced our contract and worked on getting other clinicians who represent our diversity. We did this without a contract on some accounts and then established a new partnership with Zane Mental Health to fill this gap.

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

### **Measures and Targets**

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

By June 2026, Denny students, especially our students furthest from educational justice, will respond favorably on the Student Climate Survey that behavior rules and expectations are applied fairly from 63% in Spring of 2023 to 83% in Spring of 2026 by improving school systems, practices, and connections to create a more responsive school that drives clear and high expectations for each person at Denny International Middle School as measured by the Student Climate Survey, discipline referral data, and Healthy Youth Surveys.

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

By June 2025, Denny students, especially our students furthest from educational justice, will respond favorably on the Student Climate Survey that behavior rules and expectations are applied fairly from 63% in Spring of 2024 to 73% in Spring of 2025 by implementing restorative practices through MTSS with Tier 1 practices building deeper connections and stronger belonging, Tier 2 developing skills to regulate emotions, resolve conflict, make healthy choices, and be an advocate

and ally, and Tier 3 interventions being responsive and inclusive to ensure each person knows that they are valued within our community.

## **Action Plan**

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

Tier 2 MTSS: Educators will implement relational capacity strategies/practices to increase student engagement and belonging

#### **Student Outcome Data Measures:**

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

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

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

#### **Process Data Measures:**

- Building determine Schedule of MTSS Meetings
- RET Trusted Adult Check
- Connect Progress monitoring Data
- Check-In/Check-Out Progress Monitoring Data

#### **Timeframe for Reviewing Process Data Measures:**

Bi-weekly

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

Care Team (our school's MTSS team) and RET

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

To further develop every scholar having a trusted adult we have implemented the Check and Connect evidence-based tier 2 practice. To increase attendance, engagement, and belonging we have implemented the Check-in/Check-out evidence-based tier 2 practice. Both directly align with and progress us to our 1-year CSIP Learning Environments goal.

### **2024-25 Evidence-based Practice 2:**

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)
- Unified Insights

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

- Beginning of Year
- End of Year

#### **Process Data Measures:**

- School-based Survey (staff or students)
- Walk-through/Observational Data
- Restorative Practices Implementation and Progress Monitoring Log

**Timeframe for Reviewing Process Data Measures:**

Bi-weekly

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

Restorative Practices Coordinator and Care Team

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**Priority Area: Classroom Instruction and Academic Success****Measures and Targets****2023-26 Three-year Goal:**

For the 2023-24 to 2025-26 school year, at least 60% of our 7th grade scholars of color furthest from educational justice will meet or exceed standard on the Math Smarter Balanced Assessment.

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

For the 2024-25 school year, at least 43.8% of 6th grade scholars of color furthest from educational justice will meet projected proficiency on the Spring Math MAP.

**Action Plan****2024-25 Evidence-based Practice 1:**

Professional Learning Communities: Educators will 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
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)

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

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

**Process Data Measures:**

- Inquiry Cycles using student work
- Common Embedded Assessments to inform instruction and practice

**Timeframe for Reviewing Process Data Measures:**

Monthly

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

Math PLC

**2024-25 Evidence-based Practice 2:**

Tier 2 or Tier 3 Supports: Educators will provide a double-dose of Math Empowerment or Academic Enrichment course to students identified as needing Tier 2 or Tier 3 supports.



### **Student Outcome Data Measures:**

- MAP
- Student Grade Reports
- Smarter Balanced Assessment (SBA)

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

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

### **Process Data Measures:**

CBO collected data in Unified Insights

### **Timeframe for Reviewing Process Data Measures:**

Monthly

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

- Math
- PLC Community Based Organization Partnership

### **Advanced Learning Highly Capable Services:**

Our Highly Capable Services are math acceleration, Dual Language, extended learning opportunities after school and break academies in language arts, STEM, and performing arts. Classroom teachers differentiate with increased rigor and depth for students who are highly capable. We differentiate by process, content, product, and environment.

### **Expanded Learning:**

Our teachers, staff, and community partners offer wide and varied opportunities for our scholars to expand their learning after school, during non-academic spaces in the school day, and during breaks to expand and extend their learning through interest-based opportunities as well as direct explicit instruction when a student need is presented.

### **Homework Policy:**

Based on the needs of each individual class teachers differentiate homework expectations that are developmentally appropriate and allow students to practice the skills that they have learned in the classroom.

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## **Priority Area: Family and Community Engagement**

### **Measures and Targets**

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

By June 2026, Denny will increase two-way communication and co-creation processes with families, shifting away from one-way communication. In the past, families have been informed about school events, instruction, opportunities, operations, and resources.

Growth will be measured by increased opportunities for families to engage and participate in the school community, especially opportunities crafted with families of students furthest from

educational justice. We will also increase engagement of families at school events and meetings denoted on sign-in sheets to grow by 50% from September 2023 in number of participants.

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

By June 2025, Denny will increase two-way communication and co-creation processes with families by growing participation in the PTSA, holding consistent Family Forums, partnering with community groups for community gatherings, and holding school evening events including cultural celebrations, open houses, poetry readings, heritage celebrations, etc.

Growth will be measured by 50% increase in events and community gatherings offered with 25% of the opportunities being family-led. Further, family participation will increase by 25% from our initial Welcome Event in August 2024 by our last family engagement event in June 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
- Student Climate Survey
- Family Belonging Survey

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

Quarterly

#### **Process Data Measures:**

- Engagement Event Exit Tickets
- Participation/Attendance (e.g., Events, Membership)
- Data on quantity of Readership, time spent, and response/feedback received on weekly family communication through the Community Newsletter

#### **Timeframe for Reviewing Process Data Measures:**

Monthly

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

- BLT
- Family Engagement Committee

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## **2024-25 Budget Allocations to Support Continuous Improvement**

The following table 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:** \$3,304,967.00
- **Activities Implemented to Meet Intent and Purpose:**

- Multi-tiered systems of supports for all students implemented through implementation teams and department PLCs.
- Inquiry process of act, plan, do, and study using data-informed decision-making and progress monitoring with fidelity.

## **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:** \$351,496.00
- **Activities Implemented to Meet Intent and Purpose:**
  - Additional support, instruction, and interventions for students performing two or more grade levels below standard.
  - Multi-tiered, data-driven approaches including:
    - Co-teaching
    - Tier 2 small group targeted instruction
    - Intervention literacy and math courses
    - After-school tutoring and additional instruction opportunities
    - Tier 1 revise/re-take/review policy
    - Standards/mastery-based grading

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

- **Intent and Purpose:** To provide all multilingual students cultural and linguistically appropriate learning opportunities to enhance content academic learning as well as language development.
- **Dollar Amount:** \$893,674.00
- **Activities Implemented to Meet Intent and Purpose:**
  - Promote culturally and linguistically sustaining pedagogy focusing on additive bilingualism to advance academic language development and achievement.
  - Practices include:
    - Co-teaching
    - Sheltered classes
    - Bilingual instructional assistance
    - Language objectives
    - ML PLC

## **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:** \$90,962.00
- **Activities Implemented to Meet Intent and Purpose:**
  - Additional support, instruction, and interventions for students performing two or more grade levels below standard.
  - Multi-tiered, data-driven approaches including:
    - Co-teaching
    - Tier 2 small group targeted instruction
    - Intervention literacy and math courses
    - After-school tutoring and additional instruction opportunities

- Tier 1 revise/re-take/review policy
- Standards/mastery-based grading

### 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:** \$257,622.00
- **Activities Implemented to Meet Intent and Purpose:**
  - Additional support, instruction, and interventions for students performing two or more grade levels below standard.
  - Multi-tiered, data-driven approaches including:
    - Co-teaching
    - Tier 2 small group targeted instruction
    - Intervention literacy and math courses
    - After-school tutoring and additional instruction opportunities
    - Tier 1 revise/re-take/review policy
    - Standards/mastery-based grading

### Levy 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:** \$742,348.00
- **Activities Implemented to Meet Intent and Purpose:**
  - Additional support, instruction, and interventions for students performing two or more grade levels below standard.
  - Multi-tiered, data-driven approaches including:
    - Co-teaching
    - Tier 2 small group targeted instruction
    - Intervention literacy and math courses
    - Community partnerships including City Year and Parks and Rec

### Nesholm Funds

- **Intent and Purpose:** To provide all students targeted literacy learning that challenges each scholar as well as closes learning and opportunity gaps.
- **Dollar Amount:** \$316,111.00
- **Activities Implemented to Meet Intent and Purpose:**
  - Enhancing student literacy learning specifically through multi-tiered systems of supports to ensure each student's literacy needs are met and all students are challenged.
  - This commitment includes:
    - Professional learning
    - Explicit small group instruction
    - Diverse literacy events and opportunities
    - Additional staffing focusing on student literacy development.

### DEEL Mental Health

- **Intent and Purpose:** Provide all students social, emotional, behavioral, and mental health support through Trauma-Informed Multi-Tiered Systems of Support.
- **Dollar Amount:** \$227,687.00
- **Activities Implemented to Meet Intent and Purpose:**
  - Trauma-Informed Multi-Tiered Systems of Support through a framework embedding universal mental health.
  - Implementation of evidence-based academic, behavioral, and social-emotional practices.