



2024 CSIP Review and Updates Dunlap Elementary 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: Dunlap Elementary

Principal: Tonie Talbert

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Tonie Talbert, Sheri Fujisawa, Glen Clisham, Xanasha Rose, and Krista Schert, and Brenda Cuthbertson, Title 1.

[2023-26 CSIP Dunlap](#)

[Dunlap Elementary School Report](#)

[Dunlap Elementary 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.

We used multiple assessments (SIPPS, CCC, CBAs, Interim SBA, MAP, Dibels, F/P, WIDA) to monitor student progress, identify students for intervention, and group students for learning. Strong focus on grade band PLC data analysis and professional development (UDL, Learning Walks, Problems of Practice). Parent connections to interventionists through book bags, sending stories home, reading logs.

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?

Reduction in Tier 1 staffing and turnover in kindergarten. Staff turnover could be detrimental to the continuation of effective practice. New staff will require support. The reduction in staff has increased class sizes and resulted in split grade classrooms across the school. Threat of school closure is distracting to the entire school community. In addition, the following is at risk:

- Risk: If the CSIP relies on resources or funding that are not secured, the implementation could be compromised, affecting program quality and availability.
- Risk: If staff do not receive adequate training to implement new strategies or tools, the effectiveness of the CSIP may be diminished.
- Risk: If the CSIP does not address equity adequately, certain groups may have less access to necessary resources and opportunities.
- Risk: Ineffective communication about the goals, processes, and progress of the CSIP can lead to misunderstandings and lack of engagement.

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

In the short teachers will continue to engage in PLC Data analysis and professional development. In primary, the focus will be on intervention classroom connections through independent practice including learning games. In intermediate imagine greatness blocks (small group tier 1 ELA support) we will incorporate SBA target data to expand the focus of our instruction. For family support, we will focus on intervention students by building a stronger home/school relationship focused on strategies to support reading growth.

Comprehensive Needs Assessment Summary

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

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

Student Groups

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

The 2024 Comprehensive Needs Assessment indicates significant progress in enhancing student academic outcomes and creating joyful, safe, and anti-racist learning environments.

There is a notable improvement in overall academic performance, with increased student engagement and satisfaction. There is a notable improvement in overall academic performance, with increased student engagement and satisfaction. Despite progress, disproportionality remains, particularly affecting students of color and those from low-income backgrounds. These groups continue to face lower academic achievement and higher incidences related to trauma.

While improvements are evident, targeted Tier 1 interventions are crucial to address ongoing disparities and ensure an equitable learning environment for all students.

While the data reflects positive trends, there is an ongoing need to focus on targeted support to bridge the gaps for students further from education justice.

Key Takeaways Significant Progress Achieved:

- Overall academic performance has improved, reflecting enhanced student engagement and satisfaction.
- There is notable progress in creating joyful, safe, and anti-racist learning environments.
- Students of color and those from low-income backgrounds continue to experience lower academic achievement and higher incidents related to trauma, indicating ongoing disparities.
- Effective, targeted Tier 1 interventions are essential to address and mitigate these persistent disparities and ensure equity in the learning environment.

- While there has been meaningful progress in academic and environmental improvements, targeted Tier 1 strategies are necessary to address and overcome ongoing inequities affecting specific student populations.
- Student Climate Survey results increased in focus areas: *"I spend time reading out of school."* increased from 62% in 2023 to 69% in 2024 and *"I enjoy math."* increased from 68% to 77%.
 - Math responses for SFFEJ fell 10 points below Non-SFFEJ (75% positive vs. 85% positive). This may be explained, in part, by the difference in response to *"I'm sure I can learn everything taught in Math,"* where 79% of SFFEJ responded favorably vs. 85% of non-SFFEJ.
 - For *"I enjoy reading."* Positive responses from SFFEJ outpaced Non-SFFEJ (75% positive vs. 70%). SFFEJ response fell below Non-SFFEJ however for *"I spend time reading out of school."* (68% vs. 75%).

Summary of student strengths supported by data:

The latest data reveals significant student strengths across multiple dimensions. Academic performance has notably improved, with students meeting higher standards and showing deeper engagement in their studies. This positive trend is accompanied by increased student satisfaction, reflecting a more involved and positive learning experience.

Multilingual students have exhibited academic growth, particularly in language acquisition and content understanding, while their diverse linguistic abilities enhance the classroom environment through increased cross-cultural collaboration. Similarly, students of color have demonstrated resilience and achievement despite facing challenges, contributing valuable cultural perspectives that enrich classroom discussions and learning.

The ongoing efforts to create safe and anti-racist learning environments have fostered an inclusive atmosphere where all students, including multilingual and students of color, can thrive. Overall, these strengths underscore the progress made in academic performance and engagement, while highlighting the enriching contributions of diverse student groups to a supportive and equitable educational setting.

Student ELA Progress: Our primary students consistently show growth in both math and ELA using cohort data. WSIF data show that our upper grades are progressing faster than like-schools in ELA as they have moved up two deciles overall and each subgroup has shown growth that moves us out of the lowest 5% for all of our student groups.

Even with this growth, not all of our students are on level so we will continue to implement and refine current strategies that are yielding results. (Data sources: K-2 ELA and MATH MAP COHORT DATA; WSIF Data Set 2023) Note: our MAP data in 3-5 captures this trend more than the SBA because of the focus on growth.

Parent Engagement in Academic Supports: Literacy night is well attended, especially among our diverse language groups.

Student Climate Survey results increased in focus areas: I spend time reading out of school increased from 62% in 2023 to 69% in 2024 and I enjoy math increased from 68% to 77%.

Identify and prioritize student needs supported by data:

Using a strategic approach supported by data, we will analyze data, including academic performance, attendance records, and socio-emotional assessments, to gain valuable insights into individual and group needs. This data will help us identify students who may be struggling academically, those facing socio-emotional challenges, and those who require additional support or resources. For example, patterns of underperformance or frequent absences can signal the need for targeted academic interventions or additional support services. Furthermore, data on student engagement and satisfaction can highlight areas where instructional approaches or classroom environments may need adjustment to better meet students' needs.

Prioritizing these needs will involve not only addressing immediate academic or behavioral concerns but also ensuring that support systems are in place for long-term success. Engaging with students, families, and students through staff surveys and feedback can provide additional information and validate data findings. By using a data-driven approach to identify gaps and trends, we will be able to allocate resources more effectively, tailor our interventions, and implement Tier 1 strategies that promote equitable outcomes for all students. This systematic process will ensure that interventions are responsive and targeted, ultimately supporting a more inclusive and effective educational environment for our students.

Comparing intervention and ELL staff assignments to the consistent ELA and K-2 math growth and minimal growth in the percentage proficient in math in 3-5, we realize that more staffing is needed to support math, especially for African American students.

Although SIPPs students are consistently progressing, pacing checks show that we must accelerate growth if we are to close the gap in foundational skills for all students by grade 3.

Summary of possible root causes of the priority student need:

Students further from educational justice often face multiple root causes impacting their academic success and overall well-being. For multilingual students, language barriers can be a significant obstacle, hindering their ability to fully engage with the curriculum and communicate effectively with peers and teachers. This challenge is compounded by a lack of tailored resources or support for language development and cultural assimilation. Additionally, socioeconomic factors play a critical role; students from low-income backgrounds may encounter inadequate access to educational materials, technology, or extracurricular opportunities from home, further widening the achievement gap.

Trauma and unstable home environments also contribute to these disparities, affecting students' emotional and psychological readiness to learn. Systemic issues, such as biased curriculum material or lack of training in culturally responsive teaching practices, can exacerbate these challenges by failing to address the unique needs of diverse student populations. To address these root causes, we must implement targeted interventions that provide language support, ensure equitable access to resources, and foster a culturally inclusive environment. Furthermore, more intentional engagement with students' families can help create a more supportive and just educational experience. By recognizing and addressing these underlying factors, Dunlap can work towards reducing disparities and promoting educational equity for all students.

- Math: We attribute ELA progress to time spent on targeted instruction in small groups and want to provide similar support by hiring tutors to support math.
- ELA: Students are learning content in the moment but need more targeted practice for the learning to become permanent. Therefore, we will add more focused classroom connections for independent work and work with parents to reinforce skills at home.

It is important to note that our grade 3 SBA scores fell last year to 33% proficient (compared to 50% proficient the prior year). We attribute this to the mid-year class reorganization that resulted in a 2/3 split.

School Staff

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

Our improved student data reflects a significant advancement in staff practices, particularly in the area of culturally responsive education. As we have implemented professional development focused on cultural competence and inclusive teaching strategies, we have seen a direct positive impact on student outcomes.

Teachers and staff have embraced new approaches that recognize and value the diverse cultural backgrounds of their students, which has led to enhanced engagement, higher academic achievement, and a more supportive learning environment. By incorporating culturally relevant materials, fostering an inclusive classroom atmosphere, and addressing diverse learning needs, our staff has effectively bridged gaps and supported all students more equitably.

This transformation in teaching practices not only addresses the academic and emotional needs of our students but also promotes a sense of belonging and respect within the classroom. The data underscores the success of these efforts, demonstrating that when educators are equipped with culturally responsive tools and strategies, student performance and satisfaction improve notably. This progress highlights the importance of ongoing professional development and the commitment of our staff to creating an educational environment where every student can thrive.

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

Culturally responsive professional learning (PD, feedback, implementing effective strategies) has positively impacted student outcomes, as evidenced by both qualitative and quantitative data. Key takeaways from the data comparison include:

- Increased Student Engagement – The percentage of students reading outside of school rose from 62% in 2023 to 69% in 2024, indicating a stronger connection to literacy, likely influenced by culturally relevant texts and instructional approaches.
- Improved Attitudes Toward Learning – Student enjoyment of math increased from 68% to 77%, suggesting that culturally responsive strategies, such as real-world applications and inclusive problem-solving methods, have made math more accessible and engaging.
- Student feedback suggests that students feel more valued and represented in their learning environments, fostering a greater sense of belonging and academic confidence.
- The data trends indicate that culturally responsive practices are not only improving student engagement but also laying the foundation for long-term academic success.

These findings affirm that professional learning centered on cultural responsiveness leads to meaningful improvements in student attitudes and behaviors, ultimately supporting stronger academic outcomes.

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

To better support our large population of multilingual learners, we need to strengthen professional learning in Guided Language Acquisition Design (GLAD) strategies. While we have already implemented GLAD PD, refining these strategies will enhance language development and content mastery for all students.

Areas of focus:

- Scaffolding for Deeper Understanding – Expanding the use of visuals, graphic organizers, and sentence frames will provide greater access to content, helping multilingual learners build academic language while benefiting all students.
- Interactive and Collaborative Learning – Strengthening strategies like team tasks, chants, and interactive notebooks will enhance student engagement, reinforce concepts, and provide meaningful language practice in a low-risk environment.
- Culturally and Linguistically Relevant Content – Ensuring materials reflect diverse perspectives and experiences will help students connect learning to their backgrounds, fostering greater motivation and comprehension.
- Ongoing Differentiation and Assessment – Enhancing formative assessment techniques within GLAD strategies will allow for real-time adjustments to meet students' language development needs more effectively.

By refining GLAD implementation, we can create a more inclusive, language-rich environment that not only supports multilingual learners but also strengthens instructional strategies for all

students, improving overall engagement and achievement.

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:

Data confirms that sharing power and responsibility with families through two-way communication is effectively centering their voices at multiple levels. By increasing the use of Talking Points—a more interactive platform—families are engaging in meaningful dialogue with the school, rather than just receiving one-way communication through emails, newsletters, and SchoolMessenger.

There is:

- More Reciprocal Communication – Data shows that Talking Points facilitates more back-and-forth engagement, allowing families to ask questions, provide input, and receive timely responses. This has led to stronger relationships and trust between families and the school.
- Increased Family Voice and Engagement – Families report feeling more heard when the school responds directly to their concerns and feedback, reinforcing the value of their perspectives in decision-making.
- Expanded PTSA Involvement – Now in its second year, our PTSA reflects progress in family-school partnerships and shared leadership. More families are actively participating, contributing ideas, and influencing school initiatives.

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:

One example of how school staff and a community-based partnership are ensuring continuity of support for students is our collaboration with TIPPS, Team Read and Space Between. This partnership provides targeted academic support, particularly in math, reading intervention, and Social Emotional Support to align with our CSIP Priority Goals.

Current Supports: As a Title I and Levy School, we have been able to hire additional intervention staff to provide direct support to students struggling in math and reading. We are in the process of hiring more TIPPs tutors, who will work closely with teachers to reinforce classroom instruction and provide small-group and one-on-one interventions. In addition is Space Between providing more emotional guidance for students.

Strengthening These Supports: We will improve collaboration between interventionists, TIPPs tutors, and classroom teachers to ensure seamless academic support and data-driven instruction. Expanding our community partnership will allow for more tutoring sessions and mentoring opportunities, ensuring students receive consistent, personalized support beyond the classroom. We plan to increase family engagement by providing more resources and communication about student progress, helping families reinforce learning at home.

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

Measures and Targets

2023-26 Three-year Goal:

Based on Student Climate Survey 2022-2023, we will improve the percentage of students:

- seeing themselves as scientists from 47% to 77%
- reading outside of school from 62% to 92%
- enjoying math from 68% to 98%

This is an increase of 30% in each area by June 2026.

2024-25 One-Year Goal:

Based on SY 2023-24 data, we will improve the percentage of students:

- Reading outside of school will increase from 69 to 79% (it was 62% in 2023)
- Enjoying math 77% to 88% (It was 68% favorable in 2023)

by June 2025.

Action Plan

2024-25 Evidence-based Practice 1:

Parent Partnerships: Engaging parents (especially of students receiving intervention) in workshops to support home learning for literacy.

Student Outcome Data Measures:

- DIBELS
- MAP

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of year
- Mid-year
- End of year

Process Data Measures:

- BAR
- SIPPs
- Agendas
- sign-ins
- attendance rates of families that participate
- Student Survey Data

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- Principal
- ELL Lead
- Interventionists
- Title 1 Consulting Teacher
- Levy Coordinator
- RET (Race and Equity Team)
- PBIS Team
- MTSS Team
- Family Support Worker

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

Resources that will be used to implement this evidence-based practices include Parent Title Funds will be used for “make and take” resources that support literacy and snacks.

2024-25 Evidence-based Practice 2:

Tutoring support for small groups or 1:1 by college students/community members.

Student Outcome Data Measures:

- Percent of students reporting they “enjoy math” on climate survey.
- MAP
- SBA

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of year
- Mid-year
- End of year

Process Data Measures:

Unit Assessments

Timeframe for Reviewing Process Data Measures:

Monthly

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

- Certificated Math Interventionist
- Principal

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

Resources that will be used to implement this evidence-based practices include SPS resources for math intervention and internal professional development for tutors. Materials for SIPPs connected ELA reading games for intervention paid for by Title I.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

3rd grade Smarter Balanced Assessment will increase from 48% in June 2023, to 78% in June 2026.

2024-25 One-Year Goal:

Grade 3: At least 50% of all third graders at Dunlap Elementary will meet or exceed benchmark on Spring ELA SBA by Spring 2025. We grew from 45% proficient in 2022 to 50% 2023 but fell to 33.3% in 2024.

Grade 2: At least 20% of grade 2 students will demonstrate proficiency on the spring 2025 ELA MAP assessment.

Action Plan

2024-25 Evidence-based Practice 1:

Imagine Greatness – in addition to the core curriculum, students in grade 3-5 participate in an additional block that targets key ELA standards.

Student Outcome Data Measures:

- MAP
- Interim SBA Assessments

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of year
- Mid-year
- End of year

Process Data Measures:

Imagine Greatness daily comprehension exit slips

Timeframe for Reviewing Process Data Measures:

Monthly

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

- Classroom Teachers
- Academic Interventionists
- ELL Teachers
- Instructional Assistants

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

Resources that will be used to implement this evidence-based practices include text that target specific key ELA standards and questions generated by teacher group based on the rigor of the standards.

2024-25 Evidence-based Practice 2:

Primary Grades' PLC will continue to work collaboratively to assess and group students by need for Tier 1 instruction and will expand their focus to developing independent learning activities that are more aligned to the specific lessons that students receive in small groups. Tutors will support the implementation of reinforcement activities for Tier 2 students in the classroom.

Student Outcome Data Measures:

SIPPs Assessments

Timeframe for Reviewing Student Outcome Data Measures:

Weekly

Process Data Measures:

BAR Assessments

Timeframe for Reviewing Process Data Measures:

Throughout the school year.

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

- K-2 PLC includes:
- Facilitators
- ELL primary team,
- IAs,
- TIPs Tutors for game-based learning support

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

Resources that will be used to implement this evidence-based practices include:

- SPS curriculum and staffing: SIPPS BAR teachers, IAs, consulting teacher
- OSSI funded Tutors
- Materials for SIPPs intervention reinforcement activities paid for through Title I

Advanced Learning Highly Capable Services:

Teachers provide Differentiated Instruction within the regular classroom to meet the needs of advanced learners through rigorous assignments and activities to support their learning needs and styles.

For Math (Envision) and ELA (CCC), students receive instruction by participating in their appropriate grade level class (based on their assessment level) working in small, differentiated math groups.

Tiered Assignments: Assignments at different levels of complexity are created, allowing higher learners to explore more advanced concepts or delve deeper into a concept. More Challenging Projects, Independent Research

Flexible Grouping based on students' readiness, interest, or learning style.

Students move through the curriculum at an accelerated pace, allowing them to work on extended lessons that go beyond the standard grade-level curriculum, such as projects or other creative projects related to the subject matter.

Peer Teaching to allow students to take on the role of helping their classmates understand concepts to reinforce their own understanding.

Pairing students with mentors or allowing them to pursue independent studies in areas of interest.

Flexible Pacing to allow students to progress through the curriculum at their own pace, regardless of grade level. This may involve a more individualized, self-paced approach to learning.

Expanded Learning:

Dunlap utilizes and implements a number of programs offered after school that service a number of demographics and are open to all students attending Dunlap. The following programs include Dunlap's Creative Theater, Dunlap Athletes and Scholars, Coding Club, and before & after school tutoring. There are also a number of evening events that offer opportunities for families to engage together academically.

Homework Policy:

It is the belief and philosophy of the Dunlap staff that students work hard throughout the school day and that learning occurs in a variety of ways and places outside of school. At Dunlap, we recognize that quality of homework is more important than quantity of homework in supporting students' academic, emotional, and social well-being. An adult should supervise homework by providing a consistent place and time for completion, answer questions the student asks, and review the homework for understanding, accuracy and completeness. Students are expected to perform the work independently, but also should ask questions when help is needed.

Purpose of Homework:

- Reinforce and practice concepts learned in class.
- Develop independent learning skills.
- Foster a sense of responsibility and time management.

K-5 Homework at Dunlap includes:

- Reading (independent or with an adult or another child reading to them) for 30 minutes daily
 - Our intention is that this reading time strengthens family relationships while nurturing a love of reading and learning within your child. Reading can be fiction or non-fiction—full-length books, magazines, newspapers, learning websites, whatever is of interest and develops the child's love of learning.
- Completing in-class work or extensions/projects from classwork as assigned by the teacher.

- We will send work/projects home to complete if these three conditions exist:
 - The work is relevant to work in the classroom at that time.
 - Students can complete the task independently.
 - Students will be given feedback regarding the work.

We know . . .

- Reading is the best way to become a better reader
- Writing supports reading and helps develop critical thinking skills
- Knowing math facts provides a solid base for engaging higher level mathematics

We believe . . .

- Giving consequences to homework practices can cause significant stress for students and families and can negatively impact students' perceptions of school and learning
- Homework should not involve new learning, but should rather expand what students are learning during the school day
- Homework can promote good home-school communication about what and how a child is learning

We will . . .

- Ensure that every child has a book at their independent reading level to read each night. Of course, if a child has another book at home that they want to read . . . that works, too!
- Ensure that every child has access to notebooks, pencils, and other supplies to promote writing at home whenever they need it.
- Support families to assist students to finish class work at home as needed.

Homework includes reading every night as we help each student develop the habit of being a lifelong reader. Written assignments over the course of a week may include a balance of assignments in other content areas such as writing, spelling, math, social studies, science, and long-term projects.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

In partnership with Dunlap families, the Parent Teacher Student Association (PTSA), the Family Support Worker, and local community-based organizations, Dunlap Elementary School will increase family participation in on-campus events from 25% of families to 55% of families by June 2026.

2024-25 One-Year Goal:

By June of 2025, 50% of families of primary grade intervention students will have participated in parent workshops on how to help your child at home.

Action Plan

2024-25 Evidence-based Practice 1:

Engagement of Primary Grade Families whose children receive intervention services: Pilot grade-level specific coffee hours to invite families into the school where they can learn how to support their children at home through game-based learning and reading.

Student Outcome Data Measures:

- DIBELS

- MAP

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of year
- Mid-year
- End of year

Process Data:

- sign-ins
- attendance rates of families that participate

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- ELL Lead
- Primary intervention team
- Admin
- Title I consultant

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

Resources that will be used to implement this evidence-based practices include Parent Title dollars will support translation, refreshments and parent surveys will be available for feedback.

2024-25 Evidence-based Practice 2:

Encourage Home Reading for students receiving Tier 2 services: Continue Reading Logs for upper grades and continue sending home SIPPs passages for primary grades. Hold parent meetings to explain the importance of the work and show them the logs they will be asked to sign. Remind parents that Raz Kids has a parent/home reading component they can access.

Student Outcome Data Measures:

- SPS Climate Survey (students)
- SIPPs
- DIBELS
- MAP

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of year
- Mid-year
- End of year

Process Data Measures:

- Develop Reading Graph Challenge- to track home reading.
- Track # of students participating (reading at home at least 3 days a week, increase to 4 or 5 second semester if many are meeting the 3-day goal.)
- BAR Assessments

Timeframe for Reviewing Process Data Measures:

Monthly

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

- Intervention Team

- Parents
- Levy Coordinator

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

Resources that will be used to implement this evidence-based practices include copies of stories, home/school folders (paid for by Title I), book bags of just right books, logs for students to record reading and Raz-Kids licenses (paid through basic ed building funds).

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:** \$2,603,450
- **Activities Implemented to Meet Intent and Purpose:**
 - Copier, library materials, supplies, and maintenance work.
 - Textual materials.
 - Funds teaching staff and administration.
 - 0.5 counselor position.

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:** \$187,425
- **Activities Implemented to Meet Intent and Purpose:** Partial funding of 2 ELA interventionists.

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:** \$415,745
- **Activities Implemented to Meet Intent and Purpose:** Provide instructional supports to students receiving multilingual services:

Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$125,354
- **Activities Implemented to Meet Intent and Purpose:** Partial funding for the 2 ELA interventionists.

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:** \$99,393
- **Activities Implemented to Meet Intent and Purpose:**
 - Partial funding for the 2 ELA interventionists.
 - Partial funding of instructional assistant to support intervention.

Levy Funds

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** \$226,667
- **Activities Implemented to Meet Intent and Purpose:**
 - Funds balance of instructional assistant for intervention.
 - Full-time math interventionist.

Other Funding Source, Levy Performance

- **Intent and Purpose:** Levy performance reserves are used to support strategies that contribute to reaching levy goals.
- **Dollar Amount:** \$7,500
- **Activities Implemented to Meet Intent and Purpose:** Funds Team Read, an afterschool partner that supports reading.