



2023-26 Continuous School Improvement Plan (CSIP) Cleveland STEM High School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Cleveland STEM High School

Principal: Jeff Lam

Members of the Building Leadership Team and Parent/Guardian Partners: Deandra Charleston, CC Saeteurn, isaura jimenez guerra, Analilia Santacruz, Joe Mingo, Tymmony Keegan, Logan Reichert, and Napsiyah Sallee

Community Partners (Community Based Organizations): Arts Corps, Asian Counseling & Referral Services, Atlantic Street Center, Bike Works, Boomerang Project - Link Crew, Boys & Girls Club - Rainier Vista, Breakfast Group - Project MISTER, Bureau of Fearless Ideas, Cascade Bicycle Club, College Success Foundation, Community for Youth, Consejo, Cowlitz Indian Health Services, EarthGen, East African Community Services, Intiman Theatre, Life Enrichment Group, Michael J Owen Music Education Fund, Pacific Science Center, Public Health - Seattle King County, Rainier Ave Church, Rainier Scholars, Robotics FIRST, Seattle Youth Symphony Orchestra, SESEC, Sierra Club, Southeast Youth & Family Services, Team Read, Technology Education and Literacy in Schools, Therapeutic Health Services, Treehouse, Tutors Impacting Public Schools, Urban Impact, Urban League of Metropolitan Seattle, UW Dream Project, UW in the High School, UW Math Science Upward Bound (STEMsub), UW Seattle MESA, UW Upward Bound, WAPI, YMCA Earth Services Corps, Young Shakespeare Workshop, YWCA, You Grow Girl



[Cleveland High School Report](#)

[Cleveland High School Climate Survey](#)

School Overview

Cleveland High School endeavors to provide our students access to powerful post-high school choices— our mission is “real world preparation for real world success in college and careers.” In service of this mission, all teachers work collaboratively to design challenging curriculum that is project-based, authentic, and rooted in a commitment to social justice. To enhance our school-wide PBL approach, Cleveland utilizes an 8 period, A/B block schedule, and an inclusionary model of services for Special Education and Multilingual Learners programs. We work to integrate curriculum across disciplines, through interdisciplinary projects and an integrated humanities program. Other instructional approaches that we use in connection with PBL include complex instruction in math, readers’ and writers’ workshop in literacy, sound grading practices, and Ethnic Studies across disciplines.

Though we are an option school, Cleveland primarily serves our neighborhood community in South Seattle. Our student body is comprised mostly of students of color, many of whom speak languages other than English at home. Most families’ incomes are below the poverty level. As a school community, we provide robust intellectual challenge as well as support, wherever needed, for our students. Support systems like advisory, student-led conferences, restorative practices, and a variety of intervention programs help us personalize and differentiate for student needs.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three-year Goal:

By June 2026, the percentage of African American male students attending 90% or more of their classes will increase from 56.6% to 70%.

One-year Goal:

By June 2024, the percentage of African American male students attending 90% or more of their classes will increase from 56.6% to 60%.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to not provide welcoming environments.

Evidence of alignment to student outcome focused governance:

We believe that all students must experience a warm and welcoming environment at school before they can fully engage in learning. All students, and minoritized students in particular, deserve to go to a school where they are safe, seen, heard, and loved so that they can engage in deep learning and maximize their academic potential. We believe that student attendance is one measure of the extent to which students perceive classroom spaces to be welcoming.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

- Restorative practices, including community circles and harm circles
- Using restorative practices as an alternative to out of school suspension when possible.
- Tier 1 social emotional learning instruction in all advisory classes
- Strong emphasis on relationship building with students in order to create trust and safety
- Ethnic studies built into 11th and 12th grade Humanities; Black Studies offered at 10th grade.
- Family engagement as a way to build students' connections to school.
- We will pursue additional resources and partnerships to support the mental health needs of students. Furthermore, we have recently obtained grant funding that will enable us to hire a family engagement AIS and a student leadership AIS (both .5).

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

Our staff is eager for professional development that helps them make learning more relevant and engaging to all students. Some of the trainings that are planned:

- PD focused on developing cultural competence to support the needs of Muslim students.
- Grounding staff in MTSS (Multi-Tiered Systems of Support) structures and practices that will help prepare students for a rigorous learning environment, through creating warm and welcoming classrooms.
- Family co-design PD that positions nondominant families as partners in shaping our school's practices and policies.
- Focus on developing inclusionary practices through Universal Design for Learning (UDL), MTSS, and restorative practices.
- Use of Learning Walks that include school leadership, teachers, and students to assess the success of schoolwide instructional practices and our students' learning experiences. The data collected from these classroom visits will inform our professional development decisions.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- All students receive an 8-period block schedule, with 80-minute classes, and a regular advisory class.
- Algebra, Geometry, and Algebra 2 students receive instruction over two class periods.
- All students have access to a science elective class, in addition to their required science class.
- Special Education and Multilingual teachers serve students using a "push-in" and coteaching model. All Special Education and ML teachers spend majority of time coteaching with general education teachers.
- All students have access to Ethnic Studies pedagogical practices that empower students to understand their identities and histories.
- Graduation Success Coordinators oversee a caseload of 30 students per grade level and provide academic support and progress monitoring.
- CBO's will provide individual and group counseling for students based on student identities and/or particular needs.
- Students who fall behind in credit attainment are eligible for online credit retrieval support during the school day.
- Tier 1, 2, and 3 Restorative Practices
- Discipline processes will seek alternatives to suspension when possible (Tier 2 and 3)

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

- SEE Learning is the vehicle for teaching SEL in Advisories.
- Our School Transformation Grant is intended to help us streamline the resources and strategies we are drawing on for meeting the SEL needs of students.
- CHS offers numerous club and organizations that enable students to connect with people with similar experiences and interests.
- We are partnering with our many CBO's to provide individual and group counseling supports.
- Our professional development on Restorative Practices to establish Tier 1, 2, and 3 practices.

Priority Area: Classroom Instruction and Academic Success— Graduation and Advanced Course Completion

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

School Three-year Goal:

In partnership with our school's Community Based Organizations and Families, Cleveland High School will increase the number of Black and African American students enrolled in dual credit courses from 54% to 70% by June, 2026.

School One-year Goal:

In collaboration with our school leadership teams, Cleveland HS will increase the number of Black and African American students enrolled in dual credit courses by 5% from 54% to 59% by June, 2026.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

CHS will work with our Instructional Council to identify common formative/classroom-based assessments and qualitative/Street Data will be used to improve instruction that advances our CSIP goals.

Our school year will be organized around quarterly Data Summit days with all staff, where we will

- Review data relevant to CSIP and Levy goals
- Identify a schoolwide instructional goal and schoolwide SEL goal that will drive our PD for a 10-week cycle
- Determine the professional learning we will need to achieve our goals
- Choose UDL and Tier 1 Restorative Practices that we believe will address concerns we see in our data
- Develop a Principal's Student Advisory Council that meets once a month to provide feedback on school environment and access to academic experiences.

Additionally, in partnership with the UW Center for Educational Leadership, we will be organizing formal "learning walks" that involve admin, teacher leaders, staff, and students. These learning walks will be used to collect data on instructional practices, student engagement, and the impact of our professional development work.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

This guardrail precludes all staff from acting out of alignment with the foundational beliefs of our district, goals, and anti-racist initiatives, and ensures that we do not act in ways that cause harm to our students. The artifacts or evidence that might be included to support the alignment of the school's vision with the guardrail would include:

- Course enrollment data
- Grading practices and grade distribution data
- Shared understanding of college and career readiness
- Student climate survey data
- Club participation
- Professional Development offerings
- MTSS data reports

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

Cleveland will continue to use a collaborative-decision making process that involves staff, students, families, and community members in driving our strategic thinking. Our democratic decision-making process and attention to the voices of students and families will always shape our approach to meeting our CSIP goals. While maintaining room for new ideas, we intend to focus on the following:

- Project-Based Learning that is increasingly political (that is, the stakes of projects are of personal interest and/or greater public impact)
- Ethnic Studies as a pedagogical approach in all classrooms
- Restorative Practices, specifically at the Tier 1, school-wide level, that focuses on ensuring a warm and welcoming environment for all students
- Culturally Responsive Teaching practices that leverages student funds of knowledge
- Cultural-competency training to develop staff knowledge of specific demographic groups in our community
- MTSS - a school-wide structure with aligned Tier 1, 2, and 3 practices to support student success
- Increased access to dual-credit and advanced coursework opportunities, as well as support structures to increase student success
- Increased opportunities and numbers of students who are in position to influence schoolwide policies and practices
- Quarterly Data Summit Days: used for all staff to progress monitor and identify student needs and inequities in our student experience, and identify an instructional goal and SEL goal that can help us address the gaps.
- Universal Design for Learning as an instructional framework that complements our PBL/ Ethnic Studies work by increasing its accessibility to all students
- Grade-level success coordinators that case manage and mentor about 30 students at each grade level
- Development of our Kingmakers and Young Queens program
- A community approach to empower, include, and better engage East African students and families
- Aligned and equitable standards-based grading practices and student feedback
- Social-emotional learning in advisory and in every classroom

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

Quarterly Data Summit days focused on our progress toward CSIP and Levy goals so that we can see the truth of our school community and identify next steps for improving our service to students and families.

- These Data Summits will result in the identification of one instructional goal and one social-emotional learning goal that will drive our PD plan for the next ten weeks.
- At the end of ten weeks, we will review data to see the impact of our collective learning and identify new practices to adopt.

In addition to our Quarterly Data Summits and 10-week cycles, we will also attend to the following:

- Project Based Learning tiered professional development opportunities for new and veteran teachers that emphasize the use of inclusive instructional practices
- Universal Design for Learning PD
- Restorative Practices PD
- PD for our Co-Teacher Teams to review and/or strengthen best practices
- PD for our Instructional Assistants to review and/or strengthen best practices
- Sound-Grading practices to ensure grades accurately reflect student learning

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

Our new MTSS team will identify Tier 1 instructional and restorative practices that all students will have access to and will be a part of every student's experience at school. These practices will be drawn from our work on Universal Design for Learning and Restorative Practices. Additionally, our MTSS team will be instrumental in supporting our quarterly data summits where we can frequently reflect on the impact of our work on students of color furthest from educational justice and make changes to our collective practice that may be necessary.

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

Our MTSS structure will be new to Cleveland this school year and will focus on the following:

- Tier 1 instructional practices, drawn from Universal Design for Learning, that will be expected in all classroom spaces.
- Tier 1 restorative practices that support a safe, welcoming environment for all students.
- Tier 2 instructional and restorative practices that focus on time-bound, small group support structures. Using our block schedule, this may include the number of additional support classes that we offer.
- Tier 3 instructional and restorative practices, that include individual case management, student-of-concern protocols with whole grade level teams, and individual student support plans.

Advanced Learning and Highly Capable Services:

- In Humanities, (including English Language Arts and Social Studies) we offer an “honors-for-all” at each grade level.
- In math classes, all students have access to an honors option. As a STEM School, most students take four years of math.
- All students take a core science class and a science elective through their first three years at Cleveland. Our science program offers a variety of AP and UW in the HS options.

Expanded Learning opportunities for students through afterschool or summer programs:

- Cleveland After School Help (CASH)
- Internship and community service opportunities through one of our many CBOs
- X-Bot
- Scholar Saturdays
- Peer Tutoring during and after school
- College Visits through Levy, CCLI Partners
- Summer learning program
- Online credit retrieval program
- Athletics Program
- School Clubs meet during lunch and sometimes hold after school activities. We have 43 student led clubs registered for the year.

Homework Policy:

At Cleveland, students can typically expect an average of two hours of homework per night. As a school that focuses on Projected-Based Learning, the amount of homework may fluctuate.

Student grades are determined by each teacher across five domains: Agency, Collaboration, Knowledge & Thinking, Oral Communication, and Written Communication.

Cleveland has adopted the following grading and retake policy:

As approved by the Seattle Public Schools Board, grading policies outlined in Policy 2420 will continue, utilizing an A-E scale. To advance equity and support our ongoing shift towards a competency-based grading system, SPS leadership mandates the following 3 grading practices for the 2023-24 academic year:

1. Communication: SPS educators are required to conduct biweekly check-ins with students and families for those at risk of receiving an Incomplete, No Credit, or failing grade.
2. Retakes: SPS educators must permit retakes and assignment revisions to the maximum extent possible. Schools serving grades 6-12 will establish school-specific retake policies, defining the scope of "to the extent possible." Schools can adopt the district's standard policy or an existing policy from another school to fulfill this requirement.
3. Minimum Grades: SPS educators are prohibited from assigning grades below 50% for any assignment or assessment, including missed assignments.

Guidelines for School-Based Retake Policies:

- Each school is empowered to develop the frequency, timing, and structure details of their retake policy.
- Every policy should incorporate an element of student reflection or preparation before administering a retake.
- Retake policies must be publicly available and accessible on the CSIP Plans Teams Page.
- Schools lacking a policy should adhere to the standard district policy, outlined in the Playbook.

Standard Retake Policy:

- Summative grades are eligible for retakes, excluding homework or formative grades.
- Retake grades supersede original grades without penalty.
- A single retake opportunity is allowed for summative assignments. For students dissatisfied with retake results, a meeting with the teacher is recommended to collaboratively devise a support plan.
- Reasonable prerequisites before retakes can be required, such as completing notes or test corrections.
- Retakes should cover the same content matter/standards as the original assignment.
- Retakes should be completed within two weeks (10 school days) of returning original grades, with possible adjustments communicated beforehand.

Student Responsibility:

- Prior to a retake, students may be asked to fill out a retake form.
- Students are accountable for actively participating in retake processes within policy time frames.
- Students with absences maintain retake opportunities for makeup exams.
- Students may be required, determined by the teacher, to complete a learning plan, an alternative assignment, necessary/missed homework, or test corrections before a retake.

Additional Notes:

If students fail to submit late work or retake by the designated school deadline and evidence of learning is not provided, the original grade stands.

IEP/504 plans take precedence over the retake policy and timelines, in accordance with each student's specific plan.

Priority Area: Family and Community Engagement

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

School Three-year Goal:

By June 2026, Cleveland will increase the percentage of families who believe the school is interested in family feedback and ideas to improve the school, specifically focusing on the perception of Black or African American families, from 82% to 88%, as measured by the School Climate & Culture Panorama Survey.

School One-year Goal:

By June 2024, Cleveland will increase the percentage of families who believe the school is interested in family feedback and ideas to improve the school, specifically focusing on the perception of Black or African American families, from 82% to 84%, as measured by school-based surveys.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

Cleveland High School believes that families are essential partners in our work, and we believe that an authentic partnership entails ongoing processes that center the voices of our families and broader community, break down power dynamics, build reciprocity and agency, and foster collective capacity through collective inquiry. We welcome all new students and families to Cleveland through several orientation events, including events in our surrounding neighborhoods, and continue to partner with families throughout the school year in formal and informal settings to support their scholars' academic and social-emotional development. We seek to build upon this foundation by increasing the opportunities and spaces for nondominant families to co-design the future of our school.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

Cleveland High School will participate in the Family and Community Co-Design for Educational Justice Professional Development course through the City of Seattle/ DEEL. This co-design-based professional learning experience will on a team of Cleveland educators, families, and CBOs coming together to understand the principles of co-design, hear from researchers, educators, and families about the impact of our ongoing co-design initiatives, and begin planning co-design opportunities at Cleveland. We hope to deepen our work in this area by allocating more resources to supporting both family partnership and student leadership development.

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

After engaging with Cleveland staff, students, and families on key family and community engagement strategies, we have identified the following practices to emphasize:

- Positive postcards and feedback for students and families
- Sharing school updates/events with families on a regular basis
- Share information about opportunities and explanations of how to 'be on track'
- Family events centering ML and/or home languages, as opposed to only having whole school events where translation is an option (family engagement events; Cleveland as a community space)
- Phone calls in home languages to invite to school events
- Including students and families on hiring teams
- Weekly family newsletters that are translated and include other accessibility features and shared through multiple platforms

Cleveland's PTSA has also proven to be a key partner in centering family voices. The PTSA is actively working to diversify its membership and partner with a truly representative group of our families. They include multiple interpreters at each of their meetings to increase accessibility for all families. PTSA also works with ASB student council to represent student voice to determine specific needs.

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Cleveland High School has a long tradition and history of antiracist values and thinking. This guardrail does not permit any behavior that is misaligned with its core commitments to antiracism, inclusionary practices, and restorative practices. We want Cleveland to be a picture of the Beloved Community, where everyone belongs, and everyone gets what they need. In order for us to truly live out this vision, we can have no spaces where racist, exclusionary practices persist.

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

We want to focus on developing our understanding of Restorative Practices. The use of circles has been well-established at Cleveland for a long time; we want to build upon this practice by broadening our understanding of Tier 1 restorative practices that can be used by all staff to promote

a sense of belonging at school. We will use restorative practices to support our students', as well as our staff's, sense of belonging Other strategies that we will rely on include:

- Racial caucusing/ affinity groups for staff
- Formal Tier 1 restorative practices trainings
- Use of restorative practices during staff meetings, such as community circles and discussion protocols that promote connection and relationships
- The use of facilitated harm circles to repair broken or fractured relationships
- The use of "all-staff" time for teams to work together
- The use of meeting protocols that support equity of voice

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

- The co-development of school-wide racial equity goals and a shared strategy for achieving those goals.
- Racial caucusing and affinity groups for staff
- Intentional hiring practices that support the hiring and retention of staff of color
- Regular and explicit school-wide conversations about issues of racial equity
- Restorative practice systems for effectively addressing racial conflict
- Restorative practice training to equip and empower all staff to engage in conversation

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

- Using and revisiting-as-needed the BLT developed Decision Making Matrix to ensure meaningful opportunities for input for staff
- An agreed upon professional development plan that meaningfully develops the skillset of staff
- Active recruitment of new staff to take on key leadership roles on teams
- School leadership practicing a model of "shared leadership" and shared decision-making.
- School leadership actively partnering with staff to identify and achieve personal professional goals.
- Using discussion protocols when making key decisions to ensure equity of voice and reduce "group think."

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: Levy and DEEL RJ Grant

Amount: \$194,698

How will funds improve student learning? Two restorative justice coordinators to support Restorative Practices at CHS

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Levy

Amount: \$282,212

How will funds improve student learning? Four success coordinators to case manage group of students at each grade level.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: School Transformation Grant

Amount: \$20,000

How will funds improve student learning? Development of MTSS and funding PD on Tier 1 restorative practices.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Performance Pay

Amount: \$20,000

How will funds improve student learning? Professional Development on Project Based Learning and Inclusionary Practices.