



2023-26 Continuous School Improvement Plan (C-SIP) Genesee Hill Elementary 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: Genesee Hill Elementary School

Principal: Liz Dunn

Members of the Building Leadership Team and Parent/Guardian Partners: Margaret Lewis, Erin Munavu, Jackie Frazier, Kay Yano, Krissy Marklund, Tia Demirkaya, Sam Turner, Lisa Clayton, Stacy Pritchard, Lia Barros,

Community Partners (Community Based Organizations): Finding Urban Nature (FUN), ARC Child Care, Hiawatha Community Center



[Genesee Hill Elementary School Report](#)

[Genesee Hill Elementary School Climate Survey](#)

School Overview

Genesee Hill is committed to fulfilling its leadership role in Seattle Public Schools as one of the largest elementary schools and as a comprehensive neighborhood elementary school. We have a strong tradition of close parental involvement, family-oriented programs, equity-driven supports, broad inclusion of special needs, community service, social justice, and supports for rigorous, innovative instruction. The design of our building represents themes of independence and collaboration, as we nurture an environment that provides individual safety for students to learn and grow in their own way and at their own pace as well as flexible spaces for many different groups of students and teachers to work together. Our 2023-24 instructional focus on UDL Principles and inclusionary Practices is guided by diverse teacher leadership networks, including our Building Leadership Team, Teacher Leader Cadre, MTSS Leadership Team as well as grade-level cohort-based planning.

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, we will increase our Identity and Culturally Responsive Teaching favorability responses from 79% to 90%, and for our Students of Color Furthest from Educational Justice from 81% to 90% favorable responses as recorded by our Student Climate Survey.

One-year Goal:

By June 2024, we will increase our Identity and Culturally Responsive Teaching favorability responses from 79% to 83%, and for our Students of Color Furthest from Educational Justice from 81% to 85% favorable responses as recorded by our Student Climate Survey.

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 provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

Evidence of alignment to student outcome focused governance:

We will prominently display student work throughout our school. The Ambassador of Kindness Council will continue to promote student voice and leadership through kindness, caring, courage, and respect. We will promote student voice and agency through schoolwide activities such as assemblies, musical performances, the Art Walk, and other grade level celebrations of learning. Older students will continue to support younger students through Reading Buddies.

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:

Implement asset-based measures to ensure students feel safe, seen and recognized. Learn more about students' context, their interests and hopes and dreams. This can be part of a family survey sent to families in their native language before school starts, it can also be part of the 3 positive connections, for example: Parent/Teacher Conferences, Curriculum Night, talking points to include native languages, Principal's Thursday Bulletin, newsletters and consistent family connections, open house, art walk, and student performances throughout the year.

Cultivate community power, trust, and school accountability to understand the needs and desires of students and families for their achievement. We can promote an ongoing two-way communication about what families and students think is important for schools to provide along with ongoing feedback about how we are doing.

We will create student community groups. In 2021-22 we informally began working with affinity groups of students. For the 23-24 SY and beyond, part of our work with our counselor and our instructional assistants will be to make student community groups more intentional and directed.

We will continue with our Student Kindness Council to promote more community outreach and bring back our practice of having regular student led assemblies to promote student voice, agency, and belonging.

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

In the 2023-24 SY, our work will focus on Inclusionary Practices and Culturally Responsive Teaching. Our PD will be centered on Zaretta Hammond's *Culturally Responsive Teaching & The Brain* and Katie Novak's *UDL Now!*. We will lean heavily into the Ready for Rigor Framework as we work to create what we want students to experience in school - students' development of self-efficacy and voice, and learning spaces that promote student status, agency, and belonging. We will build on the foundations of our MTSS framework to create learning environments for all students that are challenging and meet them where they are. This includes our students that meet the criteria for Advanced Learning and Highly Capable Cohort as well as our students served in Special Education. Rigor is for every student.

Part of our Professional Development Plan will be to use the PLC Days to learn about inclusionary practices, the strategies and foundations of the Ready for Rigor framework, and Universal Design. The Racial Equity days will be woven with those professional development to support looking at the data of each student and then developing in collaboration with our learning support teams which include our IEP teachers and our reading and math intervention teachers and our aligned curricula to create learner focused instructional plans and monitor progress to make adjustments based on that regular monitoring. Some of the data that we can use for action planning can be student voice surveys.

If a student is not making adequate progress, we will use our MTSS Process to work with a multi-disciplinary team, which included families, to determine the resources available to meet an individual student need.

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:

The MTSS structure at Genesee Hill is built on a 4 Phase process.

Phase 1:

- Strong core instruction and assessment in every classroom with built in UDL supports for all students.

Phase 2:

- Classroom teachers differentiate and track data for all outliers (students on the Student Support List and those students needing extension)
- Continue any interventions that are successful
- If interventions are unsuccessful, move to Phase 2

Phase 3:

- Grade Level Teams will meet with MTSS Team Lead to discuss student concerns, possible solutions and ongoing intervention plans
- MTSS Leadership Team will meet to review Grade Level meeting notes, recommend tier 2 interventions and continue to monitor and modify supports
- If new interventions are successful, move back to phase 1
- If new interventions are not successful, repeat phase 2

Phase 4:

- MTSS Leadership Team will determine when it is necessary to schedule a formal SIT meeting
- SIT Team will meet to review all data and determine next steps: additional MTSS supports, 504, or Special Education Evaluation

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

To ensure that we are meeting the needs of all students, our MTSS and SIT teams consist of:

- Administration
- School Psychologists
- Speech Language Pathologist
- Occupational Therapist
- School Counselor
- All Special Education Staff
- Reading and Math Interventionists
- School Specialists (PE, Music, Art, Library, Dance)
- Classroom teachers
- Parents

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

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:

The percent of 3rd Grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 66.1% to a target goal of 83% by 2025-26.

School One-year Goal:

The percent of 2nd Grade Students of Color FFEJ projected proficient or above in ELA based on MAP will increase from a baseline of 45% to a target goal of 60% by 2023-24.

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

- Formative Assessments: individual and small group projects, exit tickets, conferring
- Summative Assessments: end of unit assessments, rubrics for writing, DIBELS, MAP, SBA, baseline, mid-year and end of year assessments, Success Maker
- MAP, DIBELS, SBA, Student Climate Survey

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:

The staff at Genesee Hill will work collectively to create and engage in UDL and Inclusionary Practices that provide all students with accessible and equitable learning environments. We will commit to robust core instruction in all classrooms across all curricular areas. Our MTSS framework will be used to inform tier 2 and tier 3 supports to maximize student achievement for students not meeting standards.

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:

- Continual PD on issues of equity including books study and continued work with equity consultant.
- Audit of teaching practices through the lens of equity and inclusion

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

- Math PD
- Equity PD with Dr. Benjamin
- Culturally Responsive Teaching Book studies (Zaretta Hammond)
- UDL training

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:

- Frequent monitoring of students on MTSS through teacher reflection
- Classroom modification and differentiation
- Strategic grouping when deciding class placements
- Counseling services
- Race/Equity team
- Affinity Groups

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

- CHAMPSs, Math/Reading Interventionists
- Use of SuccessMaker/Computer adaptive learning platforms to meet students at current levels of academic need

Advanced Learning and Highly Capable Services:

Classroom Differentiation—At Genesee Hill, we have high expectations for all students, and we know that each will be challenged by the rigor and depth of our curriculum. To that end, we follow an inclusion model in which teachers differentiate instruction for all students. Current research shows that inclusion is generally the best educational practice for all learners, including advanced learners, especially in math. An inclusion model is also consistent with the Seattle Public Schools’ Strategic Plan focus on “undoing legacies of racism in public education.” The following are various Genesee Hill Family Handbook strategies we use to meet the needs of all learners, including those identified as advanced either by their teachers or district testing.

ALO Math Strategies—Genesee Hill now utilizes the enVision Math 2020 curriculum, which builds conceptual understanding through a combination of problem-based and visual learning strategies. Teachers implement differentiated instruction in varied groups: whole class, small group, partners, and individual. Listed below are instructional strategies used at Genesee Hill (note that not every strategy will be used in every classroom): Parallel Tasks. All students work on the same core content with tasks of different complexity. Curriculum Compacting. Use assessment to determine student skill level in a core content area. Then eliminate or enhance parts of the curriculum based on instructional need. Flexible Groups. Students are grouped by interest, achievement, activity preference, or specific instructional needs. Math Centers and Games. Activities in small groups based on student choice or teacher designation. Small Group Instruction. Teacher works with a small group of students on a targeted learning goal. Tiered Assignments. Adjusted degrees of difficulty of a question, task, or product to match student’s current readiness level. Open Questions. A question framed in such a way that a variety of responses/approaches are possible. Targeted Questioning. Teacher is intentional about depth of questions asked. All students are asked

questions that require critical thinking at a level that is challenging for them, and all students benefit from hearing their peers' thinking.

ALO Reading Strategies—The strategies listed above are also adapted for use in reading instruction. We use a wide variety of reading materials from our classroom and school libraries, Junior Great Books, teacher read-alouds, and content area reading. Classroom groupings include: Flexible Leveled Reading Groups (K-2). Utilizing the Collaborative Classroom curriculum, students are placed in groups by current reading level to ensure appropriate instruction and reading materials. Groups can change as students' reading skills develop. Literature Groups (3-5). A group of students read the same book. They ask peer questions, discuss major themes, study vocabulary, and analyze author's purpose and style. Independent Reading. Each student will have an opportunity for self-selected reading during the school day to develop reading fluency and get in the habit of reading. Support for Students in Selecting Appropriate Books. Teacher will guide students in choosing just-right books for independent reading. (Criteria include instructional level, high interest reading, and student choice.)

Teachers may also use the following differentiated approaches to support the ALO Reading Strategies above: Reading Logs. Students keep a reading record to allow both student & teacher to monitor choices. Independent Book Study Projects. Opportunities for students to explore a topic of interest to them. Book Reports (2-5). Depth of student analysis and comprehension is appropriate to student reading level. Genesee Hill Family Handbook Response to Literature. Opportunities for students to demonstrate understanding by using text to make connections and support thinking. Projects could include art, drama, writing, reports or other presentations.

Expanded Learning opportunities for students through afterschool or summer programs:

- District programs: Staircase
- Enrichment classes (scholarships if needed)
- School music/theater

Homework Policy:

Because we know . . .

- That homework can be a valuable way to extend, reinforce and refine learning;
- That reading is the best way to become a better reader;
- That writing supports reading and helps develop critical thinking skills;
- That knowing math facts at a level of automaticity (meaning, instant recall) provides a solid base for engaging in more complicated mathematics.

And we believe . . .

- That 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.
- That abundant research shows that attaching punishments to homework practices (like graded or corrected packets/worksheets which can result in lost privileges in school or at home) can cause significant stress for students and families and can negatively impact students' perceptions of school and learning;
- That homework should not be graded (because there is no way to ensure who did the work);
- That correcting homework takes a lot of time (time that could be spent designing excellent lessons);
- That homework should not involve new learning, but should rather expand what students are learning during the school day;
- Students learn habits of mind that come from regular practice, self-assessment and independent learning;

- 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 his/her 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.
- Provide parents with guidance for supporting the development of math facts at home.
- Promote a home-school connection through occasional assignments such as:
- Having students tell two people at home what they had learned about electricity (or another topic);
 - Having students use their home environment to make connections to school (draw a map of your neighborhood, find things that come in pairs, find various shapes in your environment);
 - Practicing problem solving using bar models;
 - Providing opportunities for extensions for interested learners, such as themed backpacks or supplies to bring home to extend school learning;
 - Providing organizational and planning tools such as logs, weekly calendars, and planners (grades 3-5);
- Finally, we will work with individual students and their families to make reasonable modifications for special circumstances.

Simply put, the homework policy at Genesee Hill is: **Read, Write, Practice Your Math.**

We expect all students to read for a minimum of ten to thirty minutes (depending on grade level) outside of school at least five nights a week. This reading can be done independently, with an adult, or with another child. Sometimes, students in older grades may have assigned reading.

In addition, the following guidelines will be used by teachers for assigning additional skills practice:

- Kindergarten through Third Grade: (5-15 minutes/nightly)
- Sight word fluency practice
- Math skills fluency practice
- Global Passport geography fluency practice (grades 1-3)
- Fourth and Fifth Grade: (30 minute maximum/nightly)
- Math skills practice (i.e. related to daily lesson) (15 mins)
- Writing, assigned reading, responding and reflecting (15 mins)
- Global Passport geography fluency practice
- Long-term projects
- Planner use for weekly and long-term planning

We strongly recommend nightly routines of "homework," especially reading high-interest texts, and emphasizing:

- That regular practice is the best way to increase one's reading skills;
- That having the discipline to follow nightly routines promotes a range of character traits (grit, self-control, long-term planning, stamina);
- When families can read in the same room together on a regular basis, this helps to promote reading as a habit.

If your child needs additional practice in reading, writing and math fact fluency, [click here](#) for some resources you may find useful.

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 of 2026, Genesee Hill will create a system which informs decision making about culture building, community events and PTA initiatives to ensure that all families are considered when making decisions that are within locus of control of our community including offerings for afterschool enrichments, events that are sponsored during and beyond school, and understanding the best ways to communicate with families. This would include use of the Genesee Hill website, Weekly Bulletins to families, clear information for families around processes/protocols, Genesee Hill Family Handbook, and aligned use of volunteers across the building and across all programs.

School One-year Goal:

By June 2024 When tasked with a new initiative or school system, Genesee Hill Elementary will implement and use the district provided Racial Equity Analysis Tool to help ensure students and families furthest from educational justice are prioritized within new systems and decisions.

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:

In Seattle Public Schools, we believe it is essential to place the interests of students above all others in every decision we make. The core work of Seattle Public Schools is supporting student learning. We believe it is our responsibility to do whatever it takes to ensure that every child, regardless of race, gender, socioeconomic status, language proficiency, learning style or disability, achieves to their highest level.

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the inclusive 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.

As such, we believe 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. We believe:

- All families have dreams for their children and want the best for them.
- All families have the capacity to support their children's learning.
- Families and school staff are equal partners.
- The responsibility for cultivating and sustaining partnerships rests primarily with school staff.

Genesee Hill Vision: Genesee Hill is a collaborative, respectful community. We nurture a safe, welcoming environment that inspires life-long authentic learning. Each and every Genesee Hill

student is empowered to learn without limit. We advocate for social justice, provide a sense of belonging, and cultivate curiosity. Our community is known for its rigorous academic program, holistic learning, and building strong relationships with families.

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:

Genesee Hill Elementary staff will continue their professional development provided by Dr. Benjamin related to racial equity and diversity. This training, aligned with the school focus on Culturally Responsive Teaching and Targeted Universalism, will increase staff members ability to be authentically engaged with families in meaningful discourse around topics such as family engagement.

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:

School communication to families will include:

- Classroom teacher newsletters once a week
- Specialist teacher newsletters once a month
- Extended Resource teacher newsletters once a month
- Draft IEP plans sent at least 48 hours in advance of scheduled IEP
- Principal communication once a week
- Family communication may include newsletters, email, phone calls, or district provided TalkingPoints
- Parent communication read and responded to within 48 hours
- Administration and school staff available for parent meetings
- Parent training on how to volunteer in a classroom
- Genesee Hill Elementary will provide specific outreach to families who have typically not been seen as "stereotypically" involved in school.

In order to better understand how parents are currently involved in the school, Genesee Hill Elementary will log volunteer hours, parent attendance at evening events such as Open House, or parent conference. Data analysis will specifically detail families furthest from educational justice attendance at school events.

Genesee Hill Elementary will continue evening events to engage the whole community such as Cultural Nights; e.g. Lunar New Year, or Academic; e.g. Math night.

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:

- By June 2026, Genesee Hill will create and implement schoolwide protocols for supporting appropriate behavior and for addressing behaviors that are not aligned with the district vision and anti-racist practices.
- By June 2024, the overall score for the domain "Culturally responsive and anti-racist work environment" on our Spring Staff Climate Survey will increase from 55% in Spring 2023 to 70% in Spring 2024 and 90% by Spring 2026.
- School staff will engage in regular anti-racist training and reflection by following procedures such as Dray and Wisneski's "Mindful Reflection Protocol" referenced in Zaretta Hammond's *Culturally Responsive Teaching and The Brain*. As part of our building's upcoming focus on inclusive practices, school staff will be working collaboratively to self-reflect and to develop a process to challenge racist attitudes or actions when they present themselves in our school community; whether that is with students, staff or families.

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:

The Genesee Hill staff has had training in the use of Talking Circles to help facilitate discussions of difficult topics with students in the classroom and connect in a culturally responsive way. Staff members in different departments, such as Special Education and grade bands, build relationships with colleagues during staff meetings using Talking Circles and other bonding activities. During professional development and staff meetings, strategies are used to give staff opportunities to interact across grade bands and departments.

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

As previously mentioned, each staff member has a trusted accountability partner who over the course of the 2022-2023 school year helped them actively engage in anti-racist work and practice looking at interactions and physical spaces through that lens.

As a BLT and staff, we need clear and consistent procedures for how to respond when a student uses a racial slur. Many staff know to report use of these slurs immediately to an administrator but are unsure of what happens next. A clear process for how to track and address these racial slurs or other incidences of race-based harassment will guide our staff in shaping our anti-racist practices.

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

Our action steps will include active recruitment of under-represented staff and family members to leadership positions, development of schoolwide protocols for addressing racial discrimination, and continuing Anti-Racist Professional Development in the 2023-2024 school year.

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-24

Funding Type: Combined

Funding Source: LAP + PTA Grant

Amount: \$44,000 + \$36,000

How will funds improve student learning? Students identified as not meeting standard in reading will receive targeted tier 2 supports either 1:1 or in small groups, from a reading interventionist. This support will be data-informed, and progress will be monitored in 6-8 week cycles.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: PTA Grant

Amount: \$100,000

How will funds improve student learning? Students identified as not meeting the standard in reading will receive targeted tier 2 supports either 1:1 or in small groups, from a reading interventionist. This support will be data-informed, and progress will be monitored in 6-8 week cycles.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: PTA Grant

Amount: \$20,000

How will funds improve student learning? Hourly paid tutors will be used to supplement reading &/or math intervention for students who are just on the margins of needing more targeted tier 2 support. CHAMPSS also provide monitoring over the lunch recess hour as a safety and SEL measure for our students.

Academic Year: 2023-24

Funding Type: Combined

Funding Source: TLC and Early Adopters virtual PD

Amount: Not specified

How will funds improve student learning? (Details on how TLC and Early Adopters virtual PD will improve student learning are not provided in the given text.)

Academic Year: 2023-24

Funding Type: Specific

Funding Source: PTA Grant

Amount: \$4,000

How will funds improve student learning? All staff receive DEI training on our green EOG days to further our work in culturally responsive and anti-racist teaching practices.