



2023-26 Continuous School Improvement Plan (C-SIP)

Lincoln 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: Lincoln High School

Principal: Dr. Corey Eichner

Members of the Building Leadership Team and Parent/Guardian Partners: Sara Richards, Craig Erstad, Michaela Peterson, Taryn Kohno, Zachary Long, Karen So, Hope Donato, Wayne Storer, Tarah Reynolds, Corey Eichner, Sara Tuttle, Jennifer Kniseley, and Azure Grossi



[Lincoln High School Report](#)

[Lincoln High School Climate Survey](#)

School Overview

Lincoln is a comprehensive high school in north central Seattle, that re-opened in the fall of 2019. Lincoln serves approximately 1600 students in grades 9-12. Lincoln strives to prepare its students to navigate a complex and dynamic world with confidence and creativity through

experiential learning that inspires students to think critically, solve problems and engage empathetically as global citizens. Learners at Lincoln engage with authentic problems that develop critical thinking and prompt the development and application of their knowledge and skills in all disciplines. Through the bi-annual Exhibition of Student Learning, students showcase their process and application of learning with meaningful career and technology connections and innovations.

Lincoln has a deep commitment to creating a learning community inclusive of all students by working to advance anti-racist educational practices in support of all students. Lincoln's vision is: Learn with passion. Act with courage. Improve the world.

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, Lincoln will improve its climate and culture so that all students, specifically those furthest from educational justice, will belong to a school where they feel safe, included, and report a sense of belonging. Success will be determined by baseline growth measured in student climate/culture survey. Additional success will be measured through participation rates, attendance, and student discipline/intervention data.

One-year Goal:

By June 2024, Lincoln will improve staff's culturally responsive professional practice by collaborating as a staff during green days to implement Restorative Practices in the classroom setting and as part of our student mentorship program. Success will be determined by focused student/staff connectivity survey, and student discipline/intervention data.

Student Outcome Focused Governance

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

Guardrail 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.

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:

Lincoln has a deep commitment to creating a learning community inclusive of all students by working to disrupt racist institutional structures and advance anti-racist educational practices throughout our building in support of all students. This aligns and works in support of Seattle's Goals and Guardrails that promotes a commitment of reform and inclusionary practices at all levels of the district.

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:

The LHS Ret Team has developed a plan and process to guide the professional development work in a scope and sequence to provide staff with strategies, processes, and procedures to meet the goal of creating socially just classroom environments and education. The scope and sequence is as follows:

- Define our Mission, Vision, definitions, and analyze data
- Design an action plan, take action, collect feedback
- Hear directly from students
- Individual and group processing
- Forward thinking and continued action

The RET Team then developed topics for our constituency groups to address and present strategies for after doing data analysis work:

- Equity/Anti-Racism
- Belonging & Relationships
- Social Emotional Learning
- Student Voice & Leadership
- Pedagogical Effectiveness
- Your Classes
- Identity and Culturally Responsive Teaching
- Positive Behavior & Safety

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

At Lincoln, our professional learning plan to disrupt the system for one type of learner is layered into our all our professional development time. Specifically in our all-staff PD time (purple days) we focused on PBL and preparing for our annual student exhibitions of learning. On our yellow and red

days, our content teams continued their work on aligned curriculum and common assessments that highlight student identity and voice. On our green days our RET team led us through a scope and sequence designed to support culturally responsive and inclusive classrooms and dismantle systemic racism and inequities. The timeline for our anti-racist classroom strategy work for 2023, listed below, will lead to the scope and sequence for the coming years as Lincoln re-establishes our mentorship model with a continued focus on inclusive and culturally responsive learning environments and experiences.

- January 25: Introduce the plan microaggressions, bystanders, upstanders
- March 22: Create upstander reporting system and lynx time lesson
- March 29: Connected training meeting - role play and practice lynx time lesson
- May 24: Review feedback and revise
- June 14: So, what is restorative justice?

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:

Lincoln High School MTSS structures and supports offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success, as well as promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

Our MTSS team meets weekly and monitors their work to meet the social-emotional and behavioral needs of our African American males and/or students of color furthest from educational justice, our Multilingual learners, as well as our students eligible for special education services, and/or students eligible for advanced learning services. They engage in regular and cycled data dives, professional development, partnerships with district resources and community engagement resources to continue to grow and refine the Lincoln toolbox of scaffolds, supports and interventions for all our learners.

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

Our MTSS Team meets without SIT Team on a weekly basis to plan, implement and monitor Tier 3 supports for individual students most in need of 1:1 individualized support plans. The expanded SIT Team includes grade level administrators, our school nurse, and our social worker.

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

Three-year Goal:

By June 2026 (2023-2026), Lincoln will improve access for all student, specifically students furthest from educational justice, so that 100% of students enroll and successfully complete a minimum of one advanced course in their junior and senior year. Success will be measured by student enrollment and credit attainment in advanced courses as defined by: Advanced Placement, College in the High School, and Running Start.

One-year Goal:

By June 2024, Lincoln will improve access to rigorous course curriculum for students served on an Individual Education Plan (IEP) through an improved and targeted development of a co-teaching model in English Language Arts (ELA): Intro to Lit, World Lit, English 101, English 111 and Math courses: Algebra, Geometry, and Algebra II. Success will be measured by case manager feedback, student feedback, and percent of student credit attainment at a C (2.0) or better).

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

Lincoln has adopted and will continue to refine equitable grading and progress monitoring as guided by best practices in standards-based grading. At the core of Lincoln's approach to reporting progress is that a belief that a final grade should be based on learning and growing and not assignment completion. Lincoln grade-level and departmental PLCs meet annually to review norms for grading and align their student growth goals and common assessments to Lincoln's improvement plan and the SPS Goals and Guardrails. PLCs meet monthly to build and review progress on common assessments developed at the local level.

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:

Lincoln has a deep commitment to creating a learning community inclusive of all students by working to disrupt racist institutional structures and advance anti-racist educational practices throughout our building in support of all students. This aligns and works in support of Seattle's Goals and Guardrails that promotes a commitment of reform and inclusionary practices at all levels of the district.

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:

Lincoln High School employs, and will continue to develop and refine, targeted Tier 1 supports for our students to experience academic success, culturally responsive strategies, processes, and procedures staff implement to meet the Three-Year Classroom Instruction and Academic Success Goal. Specifically, we offer Focus classes 6 periods a day with drop-in supports in our Multilingual Learner, Special Education and General Education settings. Students needing extra support in specific subjects and/or with specific tasks have access to tutors, IAs, and certificated staff in each of these settings. Additionally, Lincoln has adopted Universal Accommodations in all of our classrooms to create greater access for all students. Listed below are agreed upon Universal Accommodations available to all students in all programs and settings and Lincoln High School.

- Preferred seating as needed/requested for supports - Let your teacher know how preferred seating can help you (i.e. near front screen/speakers for focus, by door for comfort, quiet space for testing/individual work)
- Pre-arranged extended time on larger assessments and projects - This will look different for each class – please work with your teacher in advance on how to coordinate extended time.
- Ability to retake assessments when not meeting standards - Please follow retake policy for each class
- Access to printed copies of instructional materials (when requested) - Ask teacher for printed copies (i.e. what is typically provided on one-note/Schoology). Letting teachers know this will support you is helpful so they can have these ready
- Break larger projects into smaller chunks/task lists (as needed) -Ask teacher for support. Letting teachers know this support is helpful is a good thing so they check in with you to provide this more regularly.
- Directions provided verbally or in written format (as needed) - Ask teacher for support. Letting teachers know this support is helpful is a good thing so they check in with you to provide this more regularly.
- Graphic organizers (as needed) -Ask teacher where they keep the graphic organizers. Most teachers have them readily available. Letting teachers know this support is helpful is a good thing so can have them available for you in class.
- Incorporating short breaks during longer class periods (as needed) -Please pre-arrange this with teacher.

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

Lincoln’s professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures to mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for student outcomes among our African American males and/or students of color furthest from educational justice, our Multilingual learners, our students eligible for special education services, and our students eligible for advanced learning services focuses on SEL Standards from OSPI as well as the SPS goals around creating safe and welcoming climates, classroom practices that foster equity and belonging, instructional practices that weave SEL into academics, as well as stand-alone SEL skills lessons

In alignment with the Washington State SEL Standards of self-awareness, self-management, and self-efficacy for personal development and the SEL standards of social-awareness, social-management, and social-engagement the community and social development, the LHS staff engages in professional development to reflect on creating SEL focused learning environments throughout the year. An example of the discussion questions our staff engages in to continue to implement culturally responsive strategies and practices in the classroom are:

- What is the difference between a safe space and a brave space? Why does that matter?
- Why is it so important to expect and embrace mistakes during the process of learning?
- How can spending time intentionally creating a brave space impact a project-based learning environment?

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:

These classroom-based connections and interventions in conjunction with building based targeted Tier 2 strategies that allow for more personalized interventions are designed to know students by story, strength and need as well as prepare our classroom teachers to be have a tool box of first line strategies that invite students and families into the learning space as active and welcome participants:

- Restorative conversation/circle

- Community Building Circle
- Call and/or email home;
- Talking Points Support
- Connect with IEP/MLL/CARE Case Manager
- Executive Functioning Supports
- Teacher-directed intervention (PBIS)
- Remove classroom interventions
- 1 on 1 teacher conference
- Classroom consequence focused on repairing harm
- Pass to see Counselor/Nurse
- Use Universal Supports available to all students at Lincoln
- Info for BASH/Pass for Lynx Time
- Connect to club/sports/band
- Refer to MTSS
- Consult Counselor/IEP/MLL Case Manager
- Refer to CARE Case Manager
- Behavior Contract
- Student Attendance Success Plan
- Connect w/ trusted adult in student's life
- Admin-initiated intervention
- Referral to BASH

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

Components of Lincoln's Multiple Tiered System of Support (MTSS) that meet the academic needs our African American males and/or students of color furthest from educational justice, our Multilingual learners, our students eligible for special education services, and our students eligible for advanced learning services successful in the general education setting include the following Tier 1 supports and structures. These classroom-based connections and interventions are designed to know students by story, strength and need as well as prepare our classroom teachers to have a toolbox of first line strategies that invite students and families into the learning space as active and welcome participants:

- Restorative conversation/circle
- Community Building Circle
- Call and/or email home;
- Talking Points Support
- Connect with IEP/MLL/CARE Case Manager
- Executive Functioning Supports
- Teacher-directed intervention (PBIS)
- Remove classroom interventions
- 1 on 1 teacher conference
- Classroom consequence focused on repairing harm
- Pass to see Counselor/Nurse
- Use Universal Supports available to all students at Lincoln
- Info for BASH/Pass for Lynx Time
- Connect to club/sports/band

Advanced Learning and Highly Capable Services: In Progress

Expanded Learning opportunities for students through afterschool or summer programs:

At Lincoln, we work to provide additional opportunities for advancement and support to meet the needs of our students. All students have access to our before and after school (BASH) tutoring opportunities, select Saturday school tutoring support, weekly academic walk to support during

Mentorship, and teacher office hours. Additionally, Lincoln continues to develop its Multi-Tiered Systems of Support (MTSS), which provides additional academic and social emotional support to students at tier 1, 2, and 3.

Access to rigorous curriculum and individual expanded learning and advancement is built into our coursework through individual consultation with our teachers and more specifically through our Project-Based Learning and Exhibition of Student Learning. During registration each year, students meet with counselors to align course selection to their post-secondary planning and can sign up to “double up” on courses in the areas of math and science (placement is not guaranteed with this), which is determined in the fall on a space available basis. Course registration is when students opt into advanced courses offered at Lincoln through Advanced Placement (AP) and select College in the High School. Additionally, Lincoln works with students during their junior and senior year with Running Start, which is a great way to advance in learning.

As part of Lincoln’s twice annual Exhibition of Student Learning, students can get connected with career and industry expertise, which provides opportunity for expanded learning through internships, mentorship, and career pathways. Additionally, Lincoln utilizes a Career and Connected Learning specialist to match students with volunteer and expanded learning opportunities through a referral and self-selection process.

Homework Policy: In Progress

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

Three-year Goal:

By June 2026 (2023-2026), Lincoln will improve its family community engagement so that all families, specifically those with children furthest from educational justice, will be able to authentically engage in the learning community in a way that supports the academic and post-secondary plans for their child. Success will be determined by baseline growth measured in participation rates and targeted family feedback surveys.

One-year Goal:

By June 2024, Lincoln will improve its family community engagement by implementing student-led conferences as part of the school’s Mentorship program. Success will be determined by student and family feedback and participation rates, specifically families with children furthest from educational justice, in student led conferences.

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:

Lincoln has a deep commitment to creating a learning community inclusive of all students by working to disrupt racist institutional structures and advance anti-racist educational practices throughout our building in support of all students. This aligns and works in support of Seattle's Goals and Guardrails that promotes a commitment of reform and inclusionary practices at all levels of the district.

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:

Lincoln's 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 in the coming years is going to focus on identifying areas and programs that 'call-in' subgroups of our community as well as establish student driven progress monitoring and family communication of academic and personal growth. Our professional growth will focus from our counseling teams to support student led conferences, exhibitions of learning, opportunities to leverage interventions and supports and know our students and their families by story, strength and need. Lincoln looks to build into and leverage personal invitation to our families of our ML students to attend our school events by coordinating translation services to be present and create access for our families that speak home languages other than English, deliver personalized invitation our FAFSA support night to invite in our families of first time to college candidates, the LHS Black Student Union hosted a Shadow Day for our rising 9th graders by inviting the Hamilton BSU students and staff to attend a full day of experiencing Lincoln ahead of arriving in the fall. We have plans to continue these individualized access points going forward including separate and additional 9th grade orientations for our ML students, our students FFEJ, and our IEP students.

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:

Lincoln has worked hard to develop a comprehensive communication plan * to include culturally responsive strategies, processes, and/or procedures for sharing power with families to support new structures of parent leadership and centering families' voices are various levels. Examples of our communication structures include:

- Friday Family Email
- Comprehensive and updated website
- School social media
- School based broadcasts and announcements
- School wide systemized use of Schoology -School wide use of the Source
- School wide use of Talking Points
- Staff access and use of SPS translation services

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:

Lincoln has a deep commitment to creating a learning community inclusive of all students by working to disrupt racist institutional structures and advance anti-racist educational practices throughout our building in support of all students. This aligns and works in support of Seattle's Goals and Guardrails that promotes a commitment of reform and inclusionary practices at all levels of the district.

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:

Through data collected, it is clear to LHS that safety is a top priority for LHS racial equity work in our school environment (ex: eliminating microaggressions, creating systems to address harm, responding to staff experience and reports) Our data showed the following needs assessment and call for action to include culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- What? Bystander training for microaggressions at LHS.
- Why? Based on 2022 climate data, the safety of students of color is the priority. Microaggressions break down that sense of safety and have the potential of escalating over time.
- How? Learn shared norms and vocabulary, create materials, practice, role play, reflect, think about next year.

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

Our professional learning work to ensure that learning environments at Lincoln are Joyful, Safe, and Anti-racist for, the Lincoln staff reviewed the Method for intervening (LFJ resource) and engaged in scenarios as a staff to practice using the method.

1. Interrupt (Every time) Think about what you can say ahead of time so that you are prepared to act instantly. Silence is violence. "I don't like words like that" or "That phrase is hurtful"
2. Question (as interruption) Ask simple questions in response to hateful/harmful remarks/actions. Approachable way to enter conversation with students. "Why do you say that" or "What do you mean?"
3. Educate Explain why a term is hateful. Hate isn't behind all hateful remarks. "Do you know the history of that term?"
4. Echo If someone else speaks up, thank them, and reiterate what they've said. Many voices together create change. "Thank you for saying that, I agree that word is offensive, and we shouldn't say that."

Follow up – take steps to follow up with appropriate stakeholders in the situation to restore justice

As part of our ongoing work over the next 3 years, LHS will continue to engage in adult education to support implementation of a culturally responsive and anti-racist work environment.

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

To support implementation of a Leadership Opportunities and include culturally responsive strategies, processes, and/or procedures, the LHS Ret Team has developed a plan and process to guide the professional development work in a scope and sequence to provide staff with strategies, processes, and procedures to meet the goal of creating socially work environments and education. The scope and sequence is as follows:

- Define our Mission, Vision, definitions, and analyze data
- Design an action plan, take action, collect feedback
- Hear directly from students
- Individual and group processing
- Forward thinking and continued action

The RET Team then developed topics for our constituency groups to address and present strategies for after doing data analysis work:

- Equity/Anti-Racism
- Belonging & Relationships
- Social Emotional Learning
- Student Voice & Leadership
- Pedagogical Effectiveness
- Your Classes
- Identity and Culturally Responsive Teaching
- Positive Behavior & Safety

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: Discretionary/LAP

Amount: \$165,000

How will funds improve student learning? MTSS Tier 2 Coordinator. Focused Tier 2 supports for students furthest from educational justice – provides a point person for support and coordination. This individual also heads all of our MTSS supports and coordination of MKV.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Discretionary

Amount: \$35,000

How will funds improve student learning? Additional ML 0.5 IA This will increase the amount of push-in support offered to our ML students and mirrors the co-teaching/push-in program we developed of IEP.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Discretionary

Amount: \$40,000

How will funds improve student learning? Racial Equity (green day) funding. Usage TBD by RET

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Discretionary

Amount: \$30,000

How will funds improve student learning? PBL/Exhibition (purple day) funding. Usage TBD by Purple Planning

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Discretionary

Amount: \$30,000

How will funds improve student learning? BASH Tutoring. Tier 1 support available to all students 2x week and 1 Saturday a month. Tutors and content teachers available for support.

Academic Year: 2023-24

Funding Type: Combined

Funding Source: LAP/PTSA Grant

Amount: \$40,000

How will funds improve student learning? BASH Tutoring

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Discretionary

Amount: TBD +/- \$5000 stipends

How will funds improve student learning? Mentorship Committee. Mentorship runs 3 days/week including SEL, College Career Readiness, Weekly Academic Walk-to-Support

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Discretionary/leftover sub reimbursement

Amount: TBD +/- \$5000 hourly

How will funds improve student learning? Co-Teaching PD. August PD support for ELA and Math Co-teachers – utilizing principles of Co-teaching and UDL. Co-teachers all share a planning period during the day.