



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

Rising Star

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: Rising Star Elementary

Principal: Huyen Lam

Members of the Building Leadership Team and Parent/Guardian Partners: Huyen Lam, Jennifer Kovach, Mark Juaton, Monica Sylver, Danielle Meier, Ramona Goncalves, Andre McKinney, Angela Feng, Kyle Jackson, Kayla Peth, Tim Nelson, Ibijoke Idowu, **PTA:** Shermain Singleton, Katy Strange, Jessica Gomez, Matt Pearsall

Community Partners (Community Based Organizations): City Year, Reading Partners, NeighborCare, Islandwood, Pacific Northwest Ballet, Seattle Children's Theater, Rising Point, Adult and Youth Learning Center



[Rising Star Elementary School Report](#)

[Rising Star Elementary School Climate Survey](#)

School Overview

Rising Star Elementary School@AAA is a PK-5 school located in the South Beacon Hill/Upper Rainier Beach residential community. The school is adjacent to the greenspace that runs along I-5 across from Boeing Field. This feature creates one unique aspect of our school as students have access to an ephemeral wetland during recess and for use as part of Amplify science unit extensions.

With a population of 340 students, Rising Star has 17 classrooms. 21% of students have IEPs. The school has broad ethnic diversity: Asian, 35%; Black, 29%, Hispanic, 14%; Pacific Islander; 12% White, and 9% Multiracial. Being a school where 46% of students are currently receiving Multi-Lingual Learner support, there are four major home languages: Spanish 9%; Chinese 6%; Vietnamese 6%; and Somali 5%. 68.5% of the school are classified as SOCFEC and 24% of the student population are African American male students.

Given the diverse student body, the school has hired staff reflecting the ethnic diversity of the student population which is another element that defines its uniqueness. 32% of teachers and instructional assistants are African American and 26% are Asian American. In addition, a full-time Spanish speaking MLD instructional assistant provides supports for the school's Hispanic students and an after-school tutor provides interpretation for Somali speaking families.

A final unique quality of the school is the emphasis on social-emotional learning and student leadership. The school has a Student Success Coach and a counselor to provide ample push-in, 1:1, and small group supports with emotional regulation, problem solving and positive identity development. City Year also supports running clubs and student council for student leadership opportunities.

Our approach to improvement encompasses three target areas:

1. Providing small groups reading foundational instruction in each student's zone of proximal development. Using SIPPS or BAR as curriculum, we ran 112 small groups during 22-23 school year.
2. Training all staff members to be able to teach SIPPS/BAR curriculum: MLD Teachers and IAs, SpEd teachers and IAs, Interventionists, paid tutors, administrators and City Year corps members.
3. Improving Tier 1 instruction in reading, writing and math and through coaching cycles and making monthly instructional adjustments based on monthly PLC student data reviews.

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:

Students of color, specifically Black male and Latinx students, will respond favorably on student climate survey item, “My teacher shows me how learning is fun”, from 77% (from spring 2023) to 85% by spring of 2025.

One-year Goal:

4th grade SOCFEJ (Students of Color Furthest from Educational Justice) will respond favorably on student climate survey item, “My teacher shows me how learning is fun”, from 69% to 75% by Spring of 2024, with specific focus on Black Males and Latinx students.

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:

Guardrail 5 supports our school vision by holding Rising Star staff to the highest professional expectations in creating and providing healthy, safe, engaging, supported, and challenging environments in which each student can learn to their fullest potential. We are committed to a comprehensive system of support where all students, families, and staff have many and varied opportunities to collaborate and learn, in order to encourage, uplift, and provide high quality instruction and learning environment to the students we serve, especially our Multilingual Students.

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:

- As a part of PBIS work, we will include equity participation tracker as a part of classroom walkthrough of various teaching spaces 3 times a year. We will track participation across various teaching spaces (whole to small ELA and math content areas) observing for who is receiving positive versus negative feedback (verbal or nonverbal), who is called on as well as types of questions being asked for students to respond, broken down by race, gender, MLL status, and learning differences.

- We will continue to establish, teach, and positively reinforce common school wide and classroom behavior expectations (Firebird Way) through culture of celebration (Firebird award assemblies, firebird celebration), intentionally including student voice.
- We will continue to use RULER to build classroom community and school-wide community through class buddy system in order to strengthen student-to-student and teacher -to-student relationships.
- We will integrate RET work on conflict resolution and staff feedback at the classroom level, where we teach students important communication skills and strategies to manage conflicts and utilize restorative practice.
- Continue to work with CY and PBIS Coach to organize, facilitate, and support the work of Firebird Leadership Council to incorporate more student voice and leadership opportunities, especially for our Hispanic and Black students.
- We will monitor progress toward goals by utilizing the Student Climate Survey, Missed Instruction Log data, and assessment tools within the common curriculum.
- Students in 3rd-5th grade will work with City Year as representatives/leaders on the Firebird Council, alongside PBIS coach, Admin Team, and Classroom Teachers to make sure that student voice is gathered and included in school decisions, and that student feedback is used to ensure that learning is joyful, engaging, supported, and challenging for all students.

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

- 3 early release days will be devoted to follow-up on Tier 1 CRT walkthrough, specifically in our learning environment but also how we engage students in learning (i.g. equity participation tracking) to provide staff opportunities to debrief, analyze the data, and plan for next steps and to set goals. This professional development series will reinforce and support our CRT work so our students of color, especially our Multilingual Black and Hispanic students' needs are met.
- Our PBIS Coach will provide job-embedded professional development (modeling, co-teaching, sharing resources, coaching with feedback) to the teaching staff to elevate our CRT practices to mitigate, disrupt, or dismantle systemic inequities in our learning environment to ensure all our students thrive academically, socially, emotionally and socially.

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:

- Leadership team in collaboration with the PBIS team will engage staff frequently in reteaching expectations of Firebird Ways guided by our student climate survey data. Leadership and the development of structures support the use of climate data. Built in structures and support for staff to use climate data.
- Teaming structures will provide intentional opportunities for collaboration for all staff (i.g. grade level PLCs, grade-band learning with coaches, MLD & SpEd teams, MTSS, PBIS & RET). This will be built into our comprehensive schedule to support and sustain the collaboration. The use of meeting protocols will closely tie to student learning and behavioral outcomes.

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

- School wide and classroom behavior expectations (Firebird Way).
 - In collaboration with student success coach and school counselor, teachers will teach students important communication skills and strategies to manage conflicts and utilize restorative practice.
 - Regularly examine individual and group data to ensure we provided tiered intervention and support for social & emotional learning and behavior needs.
 - Staff will continue to use RULER to build classrooms and school-wide community through a class buddy system to strengthen student-to-student and teacher-to-student relationships.
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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

Three-year Goal:

The percent of 3rd Grade Students of Color, specifically focusing on our MLLs, projected Proficient or Higher in ELA on the SBA will increase from a baseline of 36.3% to a target goal of 66.3% by Spring 2026.

One-year Goal:

The percent of 2nd Grade Students of Color, specifically focusing on our MLLs, projected Proficient or Higher in ELA based on MAP will increase from baseline of 32.4% to a target goal of 42.4% by spring 2024.

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

- All teaching staff will participate in recurring cycle of inquiry guided by formative assessment data that is aligned to the core curriculum to drive tier 1 instruction and differentiated small groups in reading as well as writing.
- Provide regular teacher-to-student and student-to-student feedback loop that focus on learning target and success criteria to foster student's intellectual capacity.
- Make use of equity participation tracker to track participation across various teaching spaces (whole to small ELA and math content areas) observing for who is receiving positive versus negative feedback (verbal or nonverbal), who is called on as well as types of questions being asked for students to respond, broken down by race, gender, MLL status, gender, and learning differences.
- Seek student voice on our ELA teaching using student surveys and/or small group (comprised various of Hispanic, Black male, SpEd, ML, student of color, and varying levels of student achievement levels) student interviews throughout the school year to gauge how our students feel about the teaching and learning they are receiving in the classroom.
- Engage SoC FFEJ and MLL families voice through surveys and/or interviews to seek feedback on their child's learning in ELA, concerns they may have, and what suggestions they have for the school, to work in partnership to improve teaching and learning for all our students, especially our MLLs and SoC FFEJ.
- To ensure that we move towards our priority 3-Year C-SIP goal, we will create and monitor each year's interim SMARTIE goal. Also, we will track the 2025-26 cohort during their 1st grade in 2023-24, 2nd grade in 2024-25, and 3rd grade in 2025-26 by screening school and district measures.
- During each interim SMARTIE goal cycle, we will progress monitor using MAP data 3 times per year, DIBELS data in 1st and 2nd grade, intervention data, and CCC assessments.

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:

Guardrail 3 supports our school vision by holding Rising Star staff to highest professional expectations to ensure each student reaches a high level of academic growth and achievement. We are committed to a comprehensive system of support where all students, families, and staff have many and varied opportunities to collaborate and learn, in order to encourage, uplift, and provide high quality instruction to the students we serve, especially our Multilingual Students.

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:

We will serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community. Our core essential practices are:

- Robust ELA block and instruction comprised of reading, writing, differentiated small groups (in addition to the Tier 2 small group instruction), text centered comprehension, vocabulary, fluency, and word study instruction. Teachers will make use of district provided high-quality curricular materials in crafting inclusive learning environment for all students, especially for our ML students.
- Teachers will engage in regular coaching cycles with guided reflection and conversations using student data to impact student learning focused on our MLLs, especially our Black and Hispanic ML students.
- All teachers including ELD & SpEd will continue to participate in K-5 PLCs to strengthen Tier 1 instruction in ELA & Math. Together as a staff, we will conduct cycles of inquiry every 2 to 4 weeks using common assessment data focused on MLLs, especially our Black and Hispanic ML students. This will inform identification for classroom differentiation and intervention.
- Monitor progress with Tier 1 walkthrough tools, formative assessments, and student data not only in PLCs, but as a MTSS team every 4 to 6 weeks.

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

- All teaching staff will participate in on-going professional learning series with our early literacy and Satterberg coaches on Green Days to maximize Tier 1 instruction to support student learning focused on our MLLs, especially our Black and Hispanic ML students. In these early release days, there will be opportunities to build teacher knowledge of evidence-based reading and writing instruction, unit planning centered on grade level standards and UDL framework to provide rigor and access to all our students, especially our MLLs. We will embed regular teacher-to-student and student-to-student feedback loops that focus on learning target and success criteria to foster student's intellectual capacity.
- All teaching staff will participate in i-Ready professional learning development 3 times a year to analyze student data and how best to support students using the platform.

- Continue to provide on-going training for staff on various small group instruction, such as BaR, SIPPS, and Bridges Math Intervention for those new to the programs and/or need a refresher in order to hold integrity of BaR, SIPPS, and Bridges Math instruction to make sure are students are benefiting from small group instruction.

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:

- Staff use screening and formative assessments to ensure all students are benefitting from comprehensive curriculum and positive behavioral expectations in all content and behavioral areas.
- Community partners (such as Somali Homework Club, Rising Point Soccer and/or City Year) and families (within BLT and collaboration with PTA and our ML staff) feedback and input will be sought out and included in the planning, implementation, and evaluation process to support student learning.
- Data inquiry and decision-making process and practices are embedded in school culture as a part of a continuous improvement cycle to support the whole child (academic, behavior, social emotional). This will ensure equitable access and action that is aligned to individual needs.
- Teaming structures will provide intentional opportunities for collaboration for all staff (i.g. grade level PLCs, grade-band learning with coaches, MLD & SpEd teams, MTSS, PBIS & RET). This will be built into our comprehensive schedule to support and sustain the collaboration. The use of meeting protocols will closely tie to student learning and behavioral outcomes.
- Leadership team in collaboration with the PBIS team will engage staff frequently in reteaching expectations of Firebird Ways guided by our student climate survey data. Built in structures and support for staff to use climate data.

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

- All students have access to standards-based core curriculum that is horizontally and vertically aligned. There will be clear articulation of teaching and learning from one grade level to another.
- Teaching staff will routinely and consistently collaborate to analyze student data aligned to the core curriculum in grade level PLCs, MTSS meetings, and work with coaches. Teachers will work in teams along with coaches, SpEd/MLD/Intervention teams to develop clear learning progressions for both academic and behavior domains. We will consistently use the data for our instructional planning and to provided teacher-to-student and student-to-student feedback loop.
- MTSS team will ensure Intervention/support decisions are made using valid and reliable data and processes.

Advanced Learning and Highly Capable Services:

In-Class Services Differentiated Instruction:

Teachers modify instruction to extend Tier 1 content to meet the needs of students who are performing above grade level. This includes challenging assignments and activities/lessons to provide more rigor. In addition, students have access to online iReady reading and math program. This is an online learning platform geared towards specific individual student learning needs.

Flexible Cluster Groupings:

We have robust differentiated small groups instructions. Students performing above grade level participate in Hybrid Literature Circle. This small group model fosters student's independence, critical thinking, and student leadership centered around complex text. The text choice is based on student interest as they select the books for the group. Students have the opportunity to

apply their learning in whole group setting with greater independence and extend their thinking to participate in collaborative group work with alike peers.

Project Based Learning and Inquiry:

Students work independently or in small groups on projects that excite their interests to learn in depth about a topic connected to the core content, such as in science and writing. In math, students have the opportunity to choose math projects connected to the Envision math curriculum. In this project, students conduct research, build presentation/model centered around the topic students are learning during whole group lessons.

Expanded Learning opportunities for students through afterschool or summer programs:

- Reading Partners 1:1 Tutoring – Trained volunteer will deliver individualized one-on-one tutoring twice a week for approximately 40min., following a structured reading curriculum.
- Team Read 1:1 Tutoring – Trained high school teens will provide 1:1 tutoring for 2nd and 3rd grade students, following a structured curriculum. This will take place twice a week for approximately 45 min. each session. It will be through an online platform.
- CY After School Program – City Year Corps members and City Year Program Lead and other school staff will offer after school enrichment programs, such as nature club, chess club, soccer and/or basketball club.
- Somali After School Program – The program coordinator will work with RS intervention staff to provide additional support for those students receiving Tier 2 services in reading and math 4 times a week.

Homework Policy:

Reading is an essential part of a child's academic success. Rising Star's homework policy asks every child to read (or be read to) for at least 20-30 minutes every day. In addition, supplemental math homework focusing on practicing, maintaining, and enriching important skills taught in the classroom will be provided in addition to at least 20-30 minutes of reading each night. Students can also go onto iReady online reading and math programs for homework.

- Homework assignments will be designed to help students practice, maintain, complete, make-up, remediate, and/or enrich classroom activities.
- Homework will be assigned according to the age, maturity level, and individual needs of the student so that he/she may work at home with minimal parent/guardian assistance.
- Homework will not be used as a disciplinary measure.
- At the beginning of the school year, you will receive a letter from your child's teacher explaining the specific homework required in your child's class.

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 of 2026, we will increase family engagement and attendance at APTT from 60% to 67% overall.

One-year Goal:

By June 2024, we will increase family engagement of students receiving SpEd services at APTT from 10% to 40%.

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:

This guardrail ensures that we are accounting for all students and that our family engagement opportunities are known and accessible to and for all.

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:

- We will continue to have APTT Champion and current staff members carry the coaching work from West-Ed to support our new staff members in this model so our work is aligned.
- Within the grade level team with APTT champion, teachers share best practices to develop each APTT learning event for families based upon team academic focus
- We will work in collaboration with SpEd & MLD staff and community partners to do intentional outreach to encourage our families whose child is receiving SpEd and MLD services.

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:

- Intentional data practices, using talking points to communicate, incorporating feedback from families (more child-centered).
- Grade level teams will collaborate to develop a plan for communication to families around student learning and progress on a weekly or biweekly basis. This will allow families and support staff to better help students at home and in small group setting.

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:

Guardrail 3 supports our school vision by holding Rising Star staff to a professional expectation to respect and affirm fellow staff. Additionally, it holds staff to the expectation that we will encourage, uplift, and provide high quality instruction to the students we serve.

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:

- Diverse representation on interview/ hiring team to ensure equity in voice and processes to hire new staff members
- Staff charter
- Induction Plan
- Affinity Groups
- Staff Celebration
- Community Building Activities on Wednesday or during PLC
- Family Community Events
- Cultural Assemblies

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

- CRT Walkthrough Tool for PBIS and RET
- Creating staff agreement
- The BLT meets once a month so that they can collaborate with the RET and use the decision-making process tool to ensure that we gather and use data that supports our students' growth.
- Also, RET committee leads monthly/ bi-monthly professional development for all staff.

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

At Rising Star, we will continue to encourage staff participation in a variety of leadership opportunities by joining committees (e.g. Race and Equity, Assembly Committee, Building Leadership Team, Teacher Leader Cadre, Professional Learning Community facilitator, Learning for Equity Network fellow, Seattle Teacher Residency mentor, SPED leader, MLD leader, and Multi-Tier Student Supports).

Committees that oversee the daily operations of school. These committees ensure we have a culturally responsive workforce and focus on successful student learning. Staff will participate during red days in a committee of their choosing to distribute leadership opportunities amongst staff.

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: Levy

Amount: \$267,306

How will funds improve student learning? City Year to provide academic, behavioral, attendance and family engagement services, as well as an additional after school coordinator role. Reading Partners to provide 1:1 reading intervention/tutoring services for students. Team Read coordinator stipend. This person oversees Team Read after school program. Enrolls students, communicates with classroom teachers, families, collects data, and works as a liaison between Team Read organization and Rising Star. Team Read: High School Youth working with students 1:1 reading tutoring. -APTT Champion stipend. This person organizes the family events, collects data, works closely with classroom teachers to plan, do family outreach, attend all meetings, and a part of the BLT team. -This position provide literacy and math intervention to Levy focus students, and to collect and analyze data to monitor progress, support with levy data, serve as MTSS team. -Extra time to support the work of levy focused students. PDs/ trainings for certificated and classified staffs for deepening instruction and knowledge around levy intervention, such as SIPPs, LLI, small group instruction, Bridges, data analysis, etc. to support students targeted by levy. Family connection funding for APPT events including academic materials, extra time for teachers and for translations.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: LAP/Title

Amount: \$127,272

How will funds improve student learning? Interventionist supporting students K-2nd in math/reading small groups.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Title funds

Amount: \$101,142

How will funds improve student learning? Student Success Coach supporting students in SEL.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: OSSI Grant

Amount: \$26,127

How will funds improve student learning? Tutors working with students in small groups or 1:1 tutoring .

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Equity/HPLAP/Baseline

Amount: \$133, 501

How will funds improve student learning? Interventionists working with students 3-5th grade in small reading/math groups

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Equity

Amount: \$44,882

How will funds improve student learning? .3 Interventionist supporting students in small math groups and working with teachers to analyze MAP data and create student achievement goals.