



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

## Wedgwood 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:** Wedgwood Elementary School

**Principal:** Christy Smith

**Members of the Building Leadership Team and Parent/Guardian Partners:** Amanda Jacobs, Nadia St. John, Gabriel Crawford, Jess Jansen, Lauren Waterman, Mark Daniels, Christy Smith

**Community Partners (Community Based Organizations):** PTA and President, Lauren Waterman (including input from Wedgwood Families)



[Wedgwood Elementary School Report](#)

[Wedgwood Elementary School Climate Survey](#)

## School Overview

Wedgwood is an inclusive community of responsible, caring citizens dedicated to students achieving their full potential. Located at 2720 NE 85th Street in Seattle, Washington, we serve students enrolled in kindergarten through fifth grade. Wedgwood provides grade level curriculum in alignment with Seattle Schools policy and has inclusive Special Education and Multi-Lingual programs. Wedgwood's teaching staff are 100% certificated and have an average of 15.5 years of experience, ensuring that students are supported both academically, socially, and behaviorally. Diverse racial and multilingual students represent 43.4% of our community. Within a three-year period of time, our enrollment has ranged between approximately 340 students and 450 students. The average attendance rate is 94%, which is consistent across all students. Wedgwood works closely with our PTA to provide equitable enrichment, family engagement, and community building opportunities.

Wedgwood is committed to:

- Being an Anti-Racist and culturally responsive community of continual learners
- Ensuring that 100% of our students meet, exceed and/or make growth towards standard 100% of the time.
- Building an inclusive school community that supports all students, families and staff.
- Empowering all students by fostering their curiosity, independence, and self-motivation across disciplines.
- Addressing all students' social and emotional needs by teaching the values of citizenship and providing school-wide positive behavioral support.
- Serving all students' academic needs by maintaining high expectations and differentiating instruction.

## 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](#)

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## 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 responses from 71% to 81% and for our students who identify as multi racial from 78% favorable to 83% favorable responses as recorded by our Students Climate Survey.

### One-year Goal:

By June 2024, we will increase our Belonging and Relationship favorability responses from 82% to 90% and for our students who identify as multi racial from 85% favorable to 90% favorable responses as recorded by our Students 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 not provide welcoming environments.

### Evidence of alignment to student outcome focused governance:

Guardrail # 5 supports several areas of focus for our vision at Wedgwood, specifically:

- Being an Anti-Racist and culturally responsive community of continual learners.
- Building an inclusive school community that supports all students, families and staff.
- Empowering all students by fostering their curiosity, independence, and self-motivation across disciplines.
- Addressing all students' social and emotional needs by teaching the values of citizenship and providing school-wide positive behavioral support.
- Serving all students' academic needs by maintaining high expectations and differentiating instruction.

At Wedgwood, all of our teachers are providing direct social/emotional learning lessons using our staff-created Race and Equity Plan of Action and SPS created lessons. Our focus is on teaching the skills needed to recognize and address conflict. In addition, we focus our lessons on belonging and identity safety using the Social Justice Standards. Each month, staff will focus on a topic within the classroom and also across the school while reviewing the theme, standards, use a common teaching strategy, focus on Heritage Month's/Dates, highlight individuals, and share extended resources. Monthly topics include identity, diversity, gratitude, empathy, justice, joy, cooperation, perseverance, pride, and activism. Wedgwood's Race and Equity Team and staff are using *Rebellious Read Alouds* as their mentor text.

This work supports our school's vision and mission by ensuring that we are growing staff and student capacity towards becoming a more anti-racist and culturally responsive community.

Additionally, all staff at Wedgwood are committed to:

- Staff Welcome/Greet students each morning
- Universal design information @ TRI
- *Culturally Responsive Practices and the Brain* by Zaretta Hammond -Warm Demander
- Responding to family surveys
- Diversity in library and classroom libraries
- Representation of cultures, etc in learning materials
- Antibias practices (using books, discussions to interpret bias – gender bias)
- Visual representation in classrooms and hallways
- PBIS

- *Unearthing Joy* – Book Study
- RET Committee
- Rebellious Read Alouds

## **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 RET Action Plan
- Implement PD
- Utilize district-adopted curriculum for Math, Science, ELA, Writing, and Social Studies

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

### **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:**

Each month, our MTSS committee meets to review student progress based in data. All staff participate in regular data cycles, have common assessments, and use the data to regroup for small instruction.

- Help Desk (support for teachers)
- Tiered supports
- Teacher collaboration
- Access to high quality core instruction
- Differentiation in the classroom

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

- PBIS
- RULER
- Second Step
- Our RET Action Plan
- Daily SEL Lessons in each classroom
- Clear expectations known by all students
- Positive response to supporting behaviors
- Safety Plans
- Systematic behavioral supports
- Individualized plans for students served under an IEP

## **Priority Area: Classroom Instruction and Academic Success—3<sup>rd</sup> 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:**

For the 2023-24 to 2025-26 school years, at least 87% of 3<sup>rd</sup> grade students, specifically students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

### **One-year Goal:**

For the 2023-24 school year, at least 87% of 3<sup>rd</sup> grade students, specifically students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

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

- Provide instruction using CCC and SIPPS
- Horizontal and vertical alignment
- Learning walks with feedback
- Set student growth goals
- Common assessments
- Flexible grouping based on data inquiry cycles
- SBA Assessment
- MAP Assessment

## **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:**

Wedgwood's values include:

- Being an Anti-Racist and culturally responsive community of continual learners
- Ensuring that 100% of our students meet, exceed and/or make growth towards standard 100% of the time.
- Building an inclusive school community that supports all students, families and staff.
- Empowering all students by fostering their curiosity, independence, and self-motivation across disciplines.
- Addressing all students’ social and emotional needs by teaching the values of citizenship and providing school-wide positive behavioral support.
- Serving all students’ academic needs by maintaining high expectations and differentiating instruction.

Additionally, all staff at Wedgwood are committed to:

- Using alternate texts that are more relatable for students
- MTSS Committee meetings
- Analyzing Data
- Student goals made by students

- Student tracking (graphs, etc)
- Consistent, explicit and school wide routines and expectations
- Small group instruction to meet students where they are and move them forward
- Intervention Blocks so students needing supports don't miss core instruction
- Learning around and support of a growth mindset

## **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:**

- Differentiated instruction
- Intervention push in support will be prioritized to assist with flexible grouping
- Family meetings
- 1:1 student conference
- Gamify lessons
- Incorporate real-world scenarios
- Empower student voice
- Integrate a diverse set of strategies in each lesson (visual, oral, storytelling)
- Focused inclusion

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

- Read *Unearthing Joy* by Gholdy Muhammad as a staff in a book club format. We will critically look at the questions for each pursuit of the HILL model outlined in chapter 2 (Identity, Skills, Intellect, Criticality, and Joy). We will continue our focus of helping students learn, affirm, and/or validate identities. (Mohammed, 2023, p. 74)
- Teachers will participate in PLCs based on the Data Wise Framework to analyze their teaching practices, calibrate their teaching practices, review student data and create action plans for how to address student academic needs.
- Teachers will also participate in Late January/Early February: Staffing/Funds Priority Survey (date tbd by BLT)
- Early February: Discussions around staffing options (district allocated FTE, PTA allocated funds) hosted by BLT leads (exact methods to be voted on by blt)
- February 5-9th: Wedgwood Staffing Assignment Preference and Intent to Return Survey Window open
- February 27th: School Budget Allocations sent to principal
- February 28-30: Staff displacement notifications
- March 11-15: Final staffing scenarios, staff vote
- March 18-27: School budget arenas (Wedgwood date to be assigned)
- April 1: Notification of teaching assignment

### **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:**

Wedgwood Elementary believes in ensuring that each one of our students receives high quality instruction and the support that they need in order to be socially, emotionally, and academically successful. One of the main purposes of our MTSS and SIT process is to ensure that students who are identified as needing additional supports (both students working above grade level standard as well as students working below grade level standard), receive the necessary intervention(s) as soon as possible. Families and students are included in the steps of the process to identify the needs of a

student, and to ensure student receive support and interventions the team believes will help them to access academic learning in their classrooms and school.

In order to facilitate this, the school community has developed the following inclusive Student Intervention Team (SIT) process:

- Classroom teachers and/or parents/guardians identify a specific emotional, social and/or academic concern.
- Based on that concern the school moves forward with tier 1 classroom interventions and data is collected for a cycle of 4-6 weeks.
- The classroom teacher meets with the student to set goals for growth and/or achievement. If the student does not show adequate growth towards grade level standards or behavioral check points, then the teacher moves to calling a SIT meeting.

SIT meeting participants: Parents/guardians, school psychologist, principal, classroom teacher(s), special education teacher

- School staff contacts parents to inform them about the SIT date and who will be attending the SIT meeting.
- Meeting agenda includes; introductions, strengths, background, health history, health concerns, review of SIT Referral Form (parent/guardian will be provided with a copy, prior to the meeting), review of student data and classroom work examples.

SIT recommendations and decisions:

- Meeting participants decide how to provide the appropriate support for the student, including 504 or Special Education evaluation.
- Behavior interventions or plans.
- Support ideas for families to try at home.

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

- Family meetings
- Team meetings
- PLC alignment
- School data tracker for math and reading; readjusting to meet student needs
- Behavior plans
- Safety plans
- Positive reinforcement
- Restorative justice and focus on student learning

### **Advanced Learning and Highly Capable Services:**

At Wedgwood Elementary, we will provide advanced learning services within the Neighborhood School Model for students identified as HC or AL in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) we will differentiate instruction by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement to grade level curriculum and acceleration in depth and complexity, based on the needs of each student.

Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Students who are achieving well above grade level standards are targeted under MTSS for Tier 2 interventions. Basic Tier 2 curriculum supports in Reading and Math are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

By the 2024-25 school year, the MTSS Tier 3 process will be in place for students with complex needs that can't be addressed in Tier 1 and Tier 2 supports. The Tier 3, MTSS process will result in an individual student plan, in collaboration with the AL Department.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC. Similarly, student growth is reviewed at various points throughout the school year in PLCs and educators plan for the needs of all students in their classrooms.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

### **Expanded Learning opportunities for students through afterschool or summer programs:**

Wedgwood Elementary partners with our PTA, who provides after school enrichment programming such as:

- Theater
- Chess club
- Basketball
- Girls on the Run
- Athletics

Wedgwood partners with a community childcare provider that offers on-site care.

Wedgwood hosts a variety of family events after school hours that include:

- Fall dance
- Cultural festival
- School BBQ
- STEAM Night
- Guest speakers

All events are free of charge and enrichment programming also offers full and partial scholarships.

### **Homework Policy:**

Wedgwood Elementary recognizes that purposeful homework that is an extension of the classroom learning objectives, can be a constructive tool in the teaching and learning process to enhance student achievement and develop strong study/organizational habits. Homework is meant to review and reinforce the learning done in class, not introduce new material or learning.

Wedgwood Elementary School follows Seattle Schools guidelines for assigned homework on a given night or week. Wedgwood teachers may assign about ten minutes of homework times their student's number of years in school but should not exceed 30 minutes. For example, a kindergarten student may have 10 minutes of homework, a first-grade student may have 20 minutes of homework, and a 3rd through 5th grade student may have 30 minutes of homework. If a student needs additional time past the grade level time to complete a homework assignment, we ask that caregivers stop at the time, make a note on the assignment, and return it to the teacher as usual. Students receiving MTSS services in grades 1-3 will have about 10 minutes of reading homework 3-4 times a week.

Wedgwood Elementary School understands and values the unique learning needs of every student. If caregivers find that their child is spending longer on individual assignments, or the maximum homework time allotted, we ask that you communicate with your child's classroom teacher so

additional modifications can be made. For students with individual needs or support plans, any accommodations or modifications determined necessary by team will be followed.

In addition to the assigned homework from your child's class, the teaching staff at Wedgwood Elementary School recommends that all students read between 20-30-minutes per night - independently, reading aloud or listening to audiobooks.

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## **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:**

Given a set of students and families for the 2023-2026 school years, Wedgwood Staff and PTA will partner together to increase opportunities for partnership, authentic engagement, and two-way communication.

Wedgwood will specifically target the creation of opportunities to engage with families and students who have traditionally been underserved, felt disempowered, and/or who have not historically had the strongest voice.

### **One-year Goal:**

Given a set of students and families for the 2023-24 school year, Wedgwood Staff and PTA will partner together to increase opportunities for partnership, authentic engagement, and two-way communication.

Wedgwood will specifically target the creation of opportunities to engage with families and students who have traditionally been underserved, felt disempowered, and/or who have not historically had the strongest voice.

## **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 furthest 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:**

Student learning goals include activities and strategies for increasing parent involvement. Parents are closely connected with supporting the school academically, socially and financially.

Wedgwood's Parent Teacher Association (PTA) is focused on promoting student growth by supporting staff training and opportunities to build community connections and engagement.

We host events to welcome incoming kindergarten students and their families during the summer months and invite families to tour the school and meet our staff in the spring of the previous school year and just prior to the start of the school year. The evening before the first day of school the PTA hosts a welcome back BBQ for all families at which time Kindergarten families are encouraged to

visit their student's classroom and meet the teacher. We have a Family Partnerships program that pairs new families with existing Wedgwood families familiar with the school to help new families better acclimatize to our community. During each event, we host a volunteer table to help parents get involved with the community and all teachers offer volunteer opportunities in their classroom. Each school year, the first three days of school are reserved for individual conferences with Kindergarten teachers and Kindergarten families, with each family signing their child up for a 1-to-1 assessment time. This enables Kindergarten teachers to begin targeted differentiation for all students at the beginning of the school year.

Some strategies we currently employ include:

- Support new families by participation of PTA events.
- Providing PTA liaisons to new families to our school.
- Help new families with participation with curriculum nights and how to make connections with Wedgwood families.

Additionally, all Wedgwood staff are committed to:

- WA Kids family meetings in K
- PTA Activities
- Fall Dance – An event put on by the PTA to help engage families coming together to have something fun to do. Additionally the staff create and participate in a choreographed dance.
- STEAM Night – An event put on by the PTA to emphasize the importance of science/stem/steam in education. A favorite every year is the egg drop which is supported by the local fire department (they bring their ladder engine and drop the eggs from a high drop)
- Fall Conferences
- Cultural Festival – A PTA sponsored event where families have a chance in February to come and share their culture by making and sharing a dish special to them. Additionally, the PTA will have a local company provide a Lion Dance to celebrate Lunar New Year.
- Communicating with families through their preferred method (email, phone, newsletter, etc)
- Interpreters and translators/translations
- Family Celebrations Survey (and inviting families to come in and share/teach about family celebrations/traditions)
- Mystery Readers – primary grades
- DEI (PTA Committee) X RET collaboration
- Beginning of year family surveys
- Weekly Family Newsletters
- Curriculum Night/Open House

## **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:**

- Read *Unearthing Joy* by Ghody Muhammad as a staff in a book club format.
- Read and discuss chapter 6. *Practical and Creative Uses of the Hill Model: School Leaders, Community Members and Families.*
- After studying the five pursuits of the Hill Model review the schools' curricula by completing the Hill evaluation for identity, skills, intellect and criticality.
- Implement new ideas and strategies for areas that are highlighted as unclear or non-satisfactory.

## **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:**

Wedgwood Elementary aims to implement culturally responsive strategies, processes, and procedures that support parent leadership and center families' voices at various levels. The goal is to build trust among different student groups, including African American males and/or students of color furthest from educational justice, multilingual learners, students eligible for special education services, and students eligible for advanced learning services.

The school intends to establish structures of parent leadership that actively involve families in decision-making processes, ensuring their representation and influence in shaping policies and practices that directly impact these students. By prioritizing their experiences and perspectives, Wedgwood Elementary seeks to create a more inclusive and equitable educational environment.

Furthermore, the school aims to develop culturally responsive strategies that actively engage the families of multilingual learners. These strategies will recognize and value their voices, contributing to decision-making processes that shape curriculum, instruction, and support services. By fostering collaboration between educators, families, and the multilingual learner community, the goal is to strengthen trust and ensure educational experiences that are culturally relevant and responsive.

Wedgwood Elementary also seeks to implement culturally responsive processes and procedures that support shared power and foster parent leadership for students eligible for special education services. The goal is to recognize and honor the expertise and insights of families, working together to design individualized education plans, determine appropriate accommodations, and advocate for the needs of students with disabilities.

Lastly, the school aims to involve families of students eligible for advanced learning services in decision-making processes. By including their perspectives in discussions around program design, identification procedures, and enrichment opportunities, Wedgwood Elementary strives to build trust and create a shared sense of ownership. The goal is to develop an advanced learning program that is inclusive, responsive, and meets the unique needs of these students.

Overall, Wedgwood Elementary's goal is to implement culturally responsive strategies, processes, and procedures that support parent leadership and center families' voices. Through these efforts, the school aims to build trust among diverse student groups and create a collaborative and inclusive educational community.

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## **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:** In Progress

## 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 among the staff:**

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

- Building Leadership Team
- Utilizing Teacher Leader Cadre
- Access to SPS Professional Development
- Student Intervention Team
- Multi-Tiered System of Supports
- Race and Equity Plan of Action, including PD for staff

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

- TLC
  - MTSS
  - Staff-led PD
  - Regular staff input on building decisions
  - Utilize staff charter
  - Partner teaching with TLC's and across grade bands
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## 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:** Specific Use

**Funding Source:** LAP

**Amount:** 0.3 FTE

**How will funds improve student learning?** Funding provides intervention for students who are below grade level in reading. This funding was added to the librarian to create a full time position so that students have access to literacy resources every day. Equity dollars are used to provide opportunities for students furthest from educational justice.

**Academic Year:** 2023-24

**Funding Type:** Specific Use

**Funding Source:** PTA

**Amount:** \$20,000

**How will funds improve student learning?** .1 Intervention is used to support the 3rd grade reading goal and also support the MTSS program and the SIT process **Academic Year:** 2023-24

**Academic Year:** 2023-24

**Funding Type:** Combined

**Funding Source:** Not specified

**Amount:** 0.3 FTE, \$27,000

**How will funds improve student learning?** IA Interventionist supports push in reading support, split class math support, and general school positive behavioral supports.