



## 2025-26 Annual CSIP

### Beacon Hill International Elementary School

#### Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

This annual CSIP meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

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#### 2025-26 School Information and Leadership Team Members

**School Name:** Beacon Hill

**Principal:** Sahnica Washington

**Instructional Vision Theory of Action:** If we create a cohesive Multitiered System of Support (MTSS) by implementing our high leverage practices, analyzing student assessments to inform instruction, and designing tier 1 instruction that is engaging, inclusive, and fosters biliteracy, then we will have high academic growth for all students especially our multilingual students and African American boys.

**Members of the Building Leadership Team:** Stevie Norman, Sarah Lorimer, Victoria Rojas Reyes, Carolina Rangel, Zifeng Lei, Art Katayama, Yu Ping Kuang, Ashley Duncan, Ying Ying Wu, Brook Kempner

[2023-26 CSIP Beacon Hill International](#)

#### OSPI School Report Card Information (2024-25 School Year)

**Student Enrollment:** 372

**Special Education Percentage:** 13.1%

**Multilingual Learning Percentage:** 44%

**Highly Capable Percentage:** 7.8%

**Free and Reduced Lunch Percentage:** 49.7%

**Washington School Improvement Framework Cycle 3 Status:** Foundational

[Beacon Hill OSPI School Report](#)

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# Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

## Data analyzed for the CNA:

- WaKIDS
- English Language Proficiency Data
- Special Education Eligibility/Disproportionality Data
- Review of Student Plans (e.g. Individualized Education Plans and/or 504 Plans)
- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Walkthrough/Observational Data
- Expanded Learning Data (Afterschool or Summer Programming)
- Teacher collected data in Unified Insights
- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)
- Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)
- Professional Development Attendance and Exit Tickets
- Family Participation/Attendance (e.g., Events, Team Membership)
- Volunteer Count
- Community data (e.g. calls/texts to crisis centers, hospital visits, homelessness, etc.)
- Resource Allocation Data

**Top Strengths from Multiple Data Sources:** What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

1. Attendance and engagement
  - a. Student attendance rates are above 90% across all disaggregated data groups.
  - b. High levels of engagement reflected in multiple sources (teacher reports, student voice, and family feedback).
2. Academic growth and achievement
  - a. All subgroups show 60%+ growth; particularly strong performance among African American males (73% growth, above school average on the math MAP assessment).
  - b. English Language Arts (ELA) growth: African American males outperform or are on par with the whole-school average.
  - c. Dual language program: Notable high growth in math for students in dual language programs, especially those learning the targeted language in math. Observed pattern: some students learn math in their home language other than English, contributing to math growth.
3. Staff climate and culture

- a. Positive trends in staff climate surveys:
  - i. Increased sense of belonging and positive relationships.
  - ii. Growth in perceptions of culturally responsive and antiracist practices.
  - iii. Improved views on leadership opportunities, support, safety, bias awareness, and well-being
  - iv. Overall scores exceed district benchmarks (Seattle Public Schools) across all measured areas.

#### 4. Community and family involvement

- a. Event attendance data and family council attendance indicates strong engagement from families and community partners.

**Top Needs from Multiple Data Sources:** What top needs (2 or 3) have emerged from the analysis of multiple data sources?

#### English Language Arts (ELA)

- Strengthen core instruction and assessment alignment across grades, with vertically aligned standards, inclusive practices, and authentic reading assessments that capture growth for all groups.
- Implement targeted interventions (Tier 2/3), expand writing and foundational skills instruction (phonemic awareness, phonics), and establish frequent data cycles to monitor progress and guide instructions.
- Build robust family engagement by partnering with families on literacy supports at home and ensuring clear communication of goals and progress.

#### Mathematics

- Create a coherent K–12 vertical progression with differentiated supports, prioritizing early foundational concepts (e.g., place value) and bridging to abstract reasoning; align math literacy practices with ELA where possible.
- Establish systematic Tier 2/3 interventions and provide updated differentiation tools, plus collaborative planning time for cross-grade math instruction.
- Implement ongoing data-driven cycles and grade-level data meetings to tailor supports by subgroup and monitor growth over time.
- Strengthen the dual language program to ensure students read proficiently and speak fluently in either Mandarin or Spanish with cross-language literacy supports and embed language development in biliteracy units.

#### Family and Community Engagement

- Strengthen partnerships and family engagement initiatives, including language-accessible resources for multilingual families, and involve families in supporting learning at home.
- Align outreach with ELA and Math instructional goals to help families support transitions between grades and understand vertical progression.
- Use family input and participation data to inform planning and close equity gaps, ensuring inclusive perspectives are integrated into decision-making.

**Disproportionalities:** What disproportionalities exist among student groups?

- All students: Overall proficiency in reading based on the Smarter Balanced Assessment increases across grades (3rd: 37.7% → 4th: 45.3% → 5th: 55.6%), indicating general improvement in reading proficiency for the cohorts of students.
- Students of Color FFEJ consistently lag behind all students, though gaps narrow mildly over time.

- 3rd grade: 18.5% proficiency (significantly below overall 37.7%)
- 4th grade: 22.9% (below overall 45.3%)
- 5th grade: 31% (below overall 55.6%)
- 0% of African American males in 3<sup>rd</sup>-5<sup>th</sup> grades were proficient, indicating a severe gap and performing far below all-student performance.
- Multilingual students are performing substantially below all students across grades, with limited growth by 4th grade and slight fluctuation by 5th.
  - 3rd grade: 3.8%, 4th grade: 7.1%, and 5th grade: 4.5%
- 0% of students with IEPs in 3<sup>rd</sup>-5<sup>th</sup> grades were proficient, indicating a severe gap and performing far below all-student performance.

**Root Causes of Disproportionalities:** What root causes have been identified for disproportionalities among student groups?

While research shows that well implemented dual language programming is the most effective methodology for multilingual learners' academic success and achievement, our students do not yet receive consistent literacy instruction in Spanish and Mandarin due to a lack of district supplied curriculum. Some possible root causes might be the language barrier impacting comprehension and engagement in reading activities for some students. In addition, some students may face challenges such as limited access to resources, loss of learning over the years, and unmet basic needs. Another root cause might be a cultural disconnect between students' home lives and the school's curriculum, leading to decreased engagement and understanding. There might be gaps in the available support systems and interventions tailored to the unique needs of these students. Past learning loss in foundational skills could affect current performance. We are looking forward to the adoption of a more culturally responsive literacy curriculum that celebrates and honors students' home lives.

**Greatest Potential for Impact:** What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Several themes emerged as having the greatest potential to improve student outcomes.

- Key priorities include establishing a robust ELA goal-setting culture with both students and families to track progress; plan interventions to meet the diverse needs of students.
- Progress monitoring using WIDA Can-Do descriptors at the beginning, middle, and end of the year to assess reading, writing, speaking, and listening for multilingual students.
- Practical strategies include focusing on four focal students to design targeted lessons and exploring instructional connections via UDL data.
- Vertical alignment, addressing multilingual learners' needs, identifying high-leverage "power standards" that yield the most impact when paired with GLAD strategies, and making goal setting a standard practice by the end of each unit.
- Strengthening the three pillars of dual language education: biliteracy, high academic achievement and socio-cultural competence in order for our students to benefit from a fully functional program
- Professional development centered on authentic conversation that deepens our awareness of our identities and our impact, as well as builds understanding of others, will support staff to have more positive and culturally respectful interactions with one another, families and students.

**Interconnected Needs:** How are needs related to each other or influencing each other?

- The identified needs are deeply interrelated: literacy and language development (ELA and multilingual learners) directly influence reading readiness, engagement, and achievement, while assessment gaps can obscure true growth for students at early developmental stages.
- When literacy outcomes are strong, students can access math concepts more effectively, and vice versa.
- For ML students, limited literacy in any language constrains early math reasoning and problem solving, which in turn affects motivation and attendance in both ELA and math.
- To gain momentum, we should leverage cross-domain goals (e.g., literacy benchmarks that also signal math understanding, and language-focused supports embedded in math and science).
- By measuring growth through multiple lenses—classroom performance, portfolios, and formative rubrics—we can capture progress for students whose skills are developing early, ensuring that improvements in one area positively influence others rather than being treated in isolation
- We also need to monitor student progress through a multilingual perspective and support students in making metalinguistic connections across the languages they speak and learn in at school.

**Quick Wins:** Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

- Implement targeted ELA MAP data analysis to drive clear, domain-aligned goals for individuals, small groups, and whole classes.
- Extend existing systemic practice by continuing and expanding the Mandarin math team’s approach to goal setting and teacher collaboration into Spanish and other languages.
- Prioritize ELD and literacy instruction for students with emerging literacy skills in their home language where feasible to accelerate foundational literacy, followed by rapid deployment of Spanish literacy assessments and speaking/listening benchmarks for MLs.
- Provide focused training for teachers on Spanish Language Assessment instruction so that assessment to instruction cycles are rapid and meaningful.
- ELA MAP data analysis and goal setting Using ELA MAP data to drive precise, standards-aligned goals at the individual, small-group, and whole-class levels is a high-leverage, quick-win activity. By mapping MAP results to specific domains (e.g., evidence, analysis, vocabulary, and fluency) and setting SMART targets, teachers can tailor interventions promptly and transparently. The practice should be supported by shared norms for progress monitoring, with frequent check-ins and visible progress boards. Extending this approach to cross-language contexts—such as incorporating Spanish and Mandarin literacy indicators—will amplify impact for MLs. This approach builds momentum by showing students measurable gains in a short window and directly informs instructional adjustments to address both literacy and language development.

**Technology Use to Strengthen Student Learning:** How is technology being used to strengthen classroom instruction and student engagement?

- Our elementary technology specialist can model and coach evidence-based tech practices, helping teachers integrate digital tools for literacy, math, and language support without adding cognitive load.
- Students can leverage technology for adaptive reading and math practice, as well as targeted Spanish and Mandarin language supports, enabling personalized feedback and trackable growth.
- Utilize targeted literacy apps, collaborative annotation tools, and digital formative assessments that align with existing curriculum standards.

**Support for Staff to Use Technology to Strengthen Student Learning:** What ongoing support is provided to ensure staff are proficient with required use of technology?

- Provide ongoing, structured technology support for staff that emphasizes practical coaching and just-in-time resources.
- Establish a regular schedule of professional learning that includes hands-on modeling, peer collaborative planning, and individualized coaching focused on classroom integration rather than one-off trainings.
- Create a centralized library of ready-to-use digital lessons and assessment templates aligned with ELA, math, and language development standards in multiple languages.
- Pair teachers with technology mentors, ensure access to user-friendly data dashboards, and provide time for teachers to practice, reflect, and refine strategies. With consistent support, teachers will grow more proficient and confident in leveraging technology to strengthen student learning, producing steady improvements across literacy and multilingual outcomes.
- Utilize district support to help teachers understand data platforms to help inform instruction.

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

### **Measures and Targets**

#### **2023-26 Goal:**

In partnership with student, school, and family teams, BHIS will increase student reports of "I can really be myself at school" from 75% to 88% by the Spring 26.

#### **2025-26 Goal:**

In partnership with student, school, and family teams, BHIS will increase student reports of "I can really be myself at school" from 78% in Spring 2025 to 88% by the Spring 2026.

### **Action Plan**

#### **Evidence-based Practice 1:**

Student Engagement (Addressing Absenteeism): MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

#### **Implementation Activity:**

Team Composition: Tier 1 teams (BLT, MTSS, RET, RP, PBIS etc.) focus on team composition that represents the community

#### **Process Data Measures:**

- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- Care Coordination Plans
- MTSS Team Meets Regularly

#### **Timeframe for Reviewing Process Data Measures:**

Quarterly

#### **Student Outcome Data Measures:**

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas

**Timeframe for Reviewing Student Outcome Data Measures:**

Quarterly

**Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:**

Student Support Team: Nurse, FSW, Counselor, AP, Principal, and SpEd Teacher

**Evidence-based Practice 2:**

Social Emotional Learning (SEL): Educators will teach and integrate SEL skills in the classroom in relevant ways to support learning and relationships.

**Implementation Activity:**

Group Agreements/Charters: Our school will engage in co-creating Group Agreement and/or Charter.

**Process Data Measures:**

- Walk-through/Observational Data
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- Engaging with Seattle TFI
- MTSS Team Meets Regularly
- Building determine Schedule of MTSS Meetings
- Comprehensive School Counseling Program School Plan

**Timeframe for Reviewing Process Data Measures:**

Quarterly

**Student Outcome Data Measures:**

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas
- Discipline/Suspensions

**Timeframe for Reviewing Student Outcome Data Measures:**

Quarterly

**Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:**

- Classroom Teachers
  - Support Teachers
  - FSW
  - School Counselor
  - Nurse
  - AP
  - SpEd Teacher
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# Priority Area: Classroom Instruction and Academic Success

## Measures and Targets

### 2023-26 Goal:

The percentage of 3rd Grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 18.5 % to a target goal of 30% by 2025-2026.

### 2025-26 Goal:

The percent of 2<sup>nd</sup> Grade Students of Color FFEJ meeting standard in Reading on the MAP will increase from a baseline of 12.5% in Spring 2025 to a target goal of 30% by Spring 2026.

### 2025-30 Strategic Plan Implementation: Readiness for Progress Monitoring Foundational Literacy

As school staff transitions from monitoring the progress of the former 3rd Grade ELA SBA Goal to the new 2nd Grade Foundational Literacy Goal, what do staff need to know, be able to do, and have access to effectively progress monitor toward this new measure over time?

To transition from monitoring the former 3rd-grade Smarter Balanced ELA goal to the new 2nd-grade foundational literacy measure, staff should have three core components: knowledge, skills, and access.

- Professional development on how to interpret MAP data and how to drill down to identify specific foundational skill gaps (e.g., decoding, blending, blending to decode multisyllabic words, and oral reading accuracy).
- A data tracking system with timelines and milestones for progress monitoring across the school year, aligned to the district assessment calendar.
- Systematically collect and summarize data from quick checks, running records, and formative assessments to triangulate mastery of foundational skills and set short and long-term action plans.
- Prioritize interventions by drilling down to root causes (e.g., phoneme awareness vs. letter-sound knowledge) and adjust support accordingly.
- Communicate progress to families with clear, actionable next steps and expectations.
- Time allocations for collaborative data review, planning, and intervention design.

## Action Plan

### Evidence-based Practice 1:

High Quality Instruction: Educators will implement high quality Tier 1 inclusionary practices, such as the UDL framework, that serve all students, including students with IEPs, multilingual learners, and advanced learners.

### Implementation Activity:

This will be supported by targeted professional development on linguistic supports and GLAD. Collaboration with Dearborn Park to co-create grade-level biliteracy units, regular grade-level planning for coherence and consistency, and ongoing formative assessment to monitor progress and drive data-informed instructional adjustments, with the aim of increasing access to rigorous, inclusive instruction. Strengthening literacy outcomes, and sustaining a collaborative model for ongoing professional learning.

### Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data

- Professional Development Exit Tickets
- Lesson Exit Tickets

**Timeframe for Reviewing Process Data Measures:**

Quarterly

**Student Outcome Data Measures:**

- MAP
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)
- DIBELS
- Elementary Progress Report (EPR)

**Timeframe for Reviewing Student Outcome Data Measures:**

- Beginning of Year
- Middle of Year
- End of Year

**Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:**

Grade Level Team: Teachers, Interventionist (ML), AP, and Principal

**Evidence-based Practice 2:**

Professional Learning Communities: Educators engage in regular PLC meetings and use the results of the SPS Curriculum-Embedded Assessments and other common assessments to plan units and lessons to help all learners meet and exceed standard, provide action-oriented feedback in response to assessments so that students can reflect on their learning and revise their work, and develop flexible grouping within Tier 1 instruction, where students receive targeted feedback and support based on their progress towards standard.

**Implementation Activity:**

Based on PLC meeting outcomes, staff will provide targeted feedback and interventions aligned to progress toward standard, with PLCs using data to drive instructional decisions and promote continuous improvement for every student.

**Process Data Measures:**

- Walkthrough/Observational Data
- Teacher Observational Data
- Professional Development Exit Tickets
- Lesson Exit Tickets

**Timeframe for Reviewing Process Data Measures:**

Monthly

**Student Outcome Data Measures:**

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Elementary Progress Report (EPR)
- Smarter Balanced Assessment (SBA)

**Timeframe for Reviewing Student Outcome Data Measures:**

- Beginning of Year
- Middle of Year

- End of Year
- 6 week cycles

**Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:**

Grade Level Team: Teachers, Interventionist (ML), AP, and Principal

## **Highly Capable Services**

- Differentiation: Educators use pre assessments to determine the needs of students, providing flexible grouping, extension opportunities and tiered assignments to meet the varied needs of learners.
- Independent Study Projects: Students pursue self-directed learning based on interests.
- Critical and Creative Thinking Frameworks: Educators integrate structured thinking routines across subjects to support depth and complexity in learning.
- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.
- Social Emotional Learning: SEL programming is tailored to supporting the needs of Highly Capable Learners. Learning may include strategies that nurture self-awareness, empathy, and resilience. Instruction may include opportunities to explore identity, manage perfectionism, and develop collaboration skills.

## **Expanded Learning:**

- After School Targeted Intervention/Tutoring
- Launch afterschool program
- Latino academy
- Lego club
- Basketball
- Ultimate Frisbee
- Soccer
- Kickball
- Dance
- Crafts & Games
- Coding

## **Homework Policy:**

The homework policy is different for each grade and subject to our dual language program. While some programs will assign more homework, the general guidelines are as follows:

- Grades K/1: Read 15-30 minutes, and 5 to 10 minutes of writing, language, or math homework.
  - Grades 2/3: Read 30 minutes and 20 minutes of writing, language, or math homework.
  - Grades 4/5: Read 30 minutes and 20 minutes of writing, language, or math homework.
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# Priority Area: Family and Community Engagement

## Measures and Targets

### 2023-26 Goal:

In partnership with the PTA, Latinx, Chinese and Black Family Councils, Parent Liaisons, ILT and Student Support team BHIS will improve family response to "The school seeks out and responds to feedback from families and the community" (Via the family RET survey) from 72% agree or strongly agree to 90% agree or strongly agree by Spring of 2026.

### 2025-26 Goal:

In partnership with the PTA, Latinx, Chinese and Black Family Councils, Parent Liaisons, ILT and Student Support team BHIS will improve family response to "The school seeks out and responds to feedback from families and the community" (Via the family RET survey) from 80% agree or strongly agree to 90% agree or strongly agree by Spring of 2026.

## Action Plan

### Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

### Implementation Activity:

A strategy to ensure language access and engagement of all families, we have five family liaisons aligned by language who contact families weekly to address create a home/school connection often requesting feedback. Teachers use Talking Points to convey announcements and reminders, fostering greater student and family engagement and providing classroom-specific information. A monthly school newsletter is distributed to all families, highlighting school happenings and opportunities to access resources and become involved in the school community. We also have a highly engaged PTA that ensures clear communication channels to families. The parent liaisons and the PTA President meets biweekly with school administration to stay informed. This coordinated approach ensures consistent, transparent, and inclusive communication that supports student success.

### Process Data Measures:

- Engagement Event Exit Tickets
- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey
- Volunteer Count

### Timeframe for Reviewing Process Data Measures:

Monthly

### Student Outcome Data Measures:

- Student Attendance
- Discipline/Suspensions
- Elementary Progress Report (EPR)
- Missed Instruction Log

### Timeframe for Reviewing Student Outcome Data Measures:

Monthly

**Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:**

- Principal
  - Assistant Principal
  - Parent Liaisons
  - FSW
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## **2025-26 Budget Allocations to Support Continuous Improvement**

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

### **Fund Program: Basic Education**

**Intent and Purpose:** Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade level specific state standards that includes differentiation and enrichment. The intent and purpose of Basic Education dollars includes but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

### **Fund Program: Title I**

**Intent and Purpose:** To provide all children significant opportunity to receive a fair, equitable, and high-quality, well-rounded education and to close educational achievement gaps.

**Dollar Amount:** \$132,930

#### **Activities Implemented to Meet Intent and Purpose:**

- Academic Intervention Specialist providing targeted literacy intervention groups for identified L1 and L2 students in grades K-5
- Parent liaisons (Spanish, Chinese, Black, and Vietnamese) engaging families in school activities and events
- Communication and outreach to families unfamiliar with the education system
- Advocacy and emotional/social support for non-English-speaking families
- Professional development for grade-level teams focused on biliteracy units, data analysis, intervention planning, and linguistic supports

### **Fund Program: Multilingual Learners (Title III)**

**Intent and Purpose:** Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

**Dollar Amount:** \$427,278

#### **Activities Implemented to Meet Intent and Purpose:**

- Instructional support for students who qualify for multilingual services
- Translation and interpretation services

### **Fund Program: Learning Assistance Program (LAP)**

**Intent and Purpose:** Provide services only to students who have not met, or are at risk of not meeting, state or local graduation requirements.

**Dollar Amount:** \$65,985

**Activities Implemented to Meet Intent and Purpose:** Academic Intervention Specialists providing targeted literacy intervention groups for identified L1 and L2 students in grades K–5

**Fund Program: High Poverty LAP**

**Intent and Purpose:** Provide supplemental services to students who have not met, or are at risk of not meeting, state or local graduation requirements.

**Dollar Amount:** \$93,600

**Activities Implemented to Meet Intent and Purpose:** Academic Intervention Specialist providing targeted literacy intervention groups for identified L1 and L2 students in grades K–5

**Fund Program: Levy Funds**

**Intent and Purpose:** Support schoolwide instructional leadership, intervention systems, restorative practices, and family engagement.

**Dollar Amount:** \$308,833

**Activities Implemented to Meet Intent and Purpose:**

- Assistant Principal leadership in biliteracy planning, intervention, multilingual supports, and data analysis
- Coordination of Levy and schoolwide intervention systems
- Leadership of Levy Team meetings
- Restorative Justice implementation, including staff coaching, community circles, and student conflict support
- Family Support Worker providing social-emotional supports, attendance support, coordination with McKinney-Vento, and LatinX family council support
- Instructional Assistant providing targeted reading and math interventions for identified L1 and L2 students in grades 3–5

**Fund Program: Levy Performance Pay and PTA Grant**

**Intent and Purpose:** Provide staffing, instructional support, family engagement, and essential classroom resources.

**Dollar Amount:** \$179,532

**Activities Implemented to Meet Intent and Purpose:**

- Levy Performance funding (\$147,075)
- Classroom teacher providing kindergarten math and science instruction in Spanish
- Assistant Principal leadership in biliteracy planning, intervention, and restorative practices
- Academic interventionist providing targeted literacy support for identified L1 and L2 students in grades K–5
- PTA-funded school supplies including classroom materials, copy paper, and essential learning resources
- Parent liaisons (Spanish, Chinese, Black, and Vietnamese) supporting family engagement, advocacy, and communication