

Stevenson Elementary

SCHOOL IMPROVEMENT PLAN



2019-2020

SCHOOL PRINCIPAL:

Anissa Bashey

The mission of the Bellevue School District is to serve each and every student academically, socially and emotionally through a rigorous and relevant education that is innovative and individualized. As a learning community that values one another's humanity, we provide courageous support for an equitable and exceptional education for all students.



Stevenson Elementary School

2019-2020 School Improvement Plan

At Stevenson we are committed to the district’s mission and vision.

Our work in serving every student, every day in every classroom is grounded in an idea of continuous improvement. Working with the Office of the Superintendent of Public Instruction, we use nine characteristics of successful schools to guide our work.

THE NINE CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

- 1 · Developing a clear and shared focus · 2 · Maintaining high standards and expectations for all students
- 3 · Using effective school leadership · 4 · Engaging in high levels of collaboration and communication · 5
- Providing curriculum, instruction and assessments aligned with state standards · 6 · Ensuring frequent monitoring of learning and teaching · 7 · Delivering focused professional development · 8 · Maintaining a supportive learning environment · 9 · Promoting high levels of family and community involvement

Included in this school improvement plan are details to share the current focus at Stevenson, as well as outline our strengths and opportunities for the year ahead. In addition to promoting continuous improvement of student achievement of the state learning goals, we recognize that nonacademic student learning and growth are key elements of student well-being and success. This plan is based on a comprehensive needs assessment of our school and programs, and included active participation and input from building staff, students, families, parents and community members.

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To Affirm and Inspire Each and Every Student to Learn and Thrive

SCHOOL BACKGROUND

Instructional Program Overview

At Stevenson, we are honored to be a Spanish dual language school and we have created a learning environment and community where students of different races, cultures and abilities benefit from being educated together. We view bilingualism as an asset that directly benefits our learning community and will benefit society in the future by creating individuals who will be productive, respectful and supportive citizens. We provide an intellectually stimulating, culturally relevant, nurturing environment where students develop skills, confidence, and creativity to meaningfully engage in making the world a better place. Our dedicated teachers strive to be their best through collaboration and a commitment to engage in practices that supports student access to a rigorous and engaging curriculum that ensures their academic and social success.

Stevenson offers a K-5 Spanish Dual Language program where students from different language backgrounds learn together while instruction is systematically delivered in both Spanish and English. The Spanish Dual Language Program is ideal for any student. Young children gain language faster with near native like language skills and learning a language at a young age increases cognitive development. Stevenson utilizes Guided Language Acquisition Design (GLAD) strategies to support all students. GLAD provides differentiation to meet the needs of each students and develops academic language through linguistic structures that enable students to participate in context-rich discourse. GLAD enables students to use critical thinking to engage with the content through 21st century skills including collaboration, inquiry, and academic vocabulary. This approach allows all students, including our students who receive English language learner (ELL) services (58% of our students) and our students who speak a first language other than English (73% of our students), to access grade level content. Over the course of the next two years, the delivery of the curriculum will be increasingly enhanced by the STEM (Science Technology Engineering Science) initiative, which prepares students for 21st century skills using innovative, hands-on, inquiry-based methodology and technology tools.

Stevenson staff members believe that it is our responsibility to eliminate the achievement gap and institutional racism at our school. Our support system for our students is comprehensive and reflects our commitment to achievement and wellness. Our academic team includes five instructional facilitators with expertise in instruction, reading, ELL and dual language. We also have two guidance counselors. Together, this team works with individual teachers and teams of teachers to ensure that the district's curriculum is delivered based on the needs of our students. Stevenson has an onsite Family Connection Center (FCC) that is staffed by one district employee and two community members. Together, they work with families to ensure they have access to district and community resources and to ensure families have their basic needs met. They also provide enrichment opportunities for students by bringing the community to the school and the students to the community. In addition, we partner with the greater Bellevue community to sustain programs that support our mission. These partnerships help us to enhance our students' connectedness to school through partnerships with the City of Bellevue, Rainier Athletes, and Jubilee Reach to offer programs such as Girls on the Run, robotics, chess, language classes and art classes, and soccer.

The state of Washington measures progress using the Smarter Balanced Assessment. This District measures progress using Smarter Balanced and the STAR assessments. Based on language acquisition research, it takes approximately 5-7 years before students have the language skills to be "proficient" on such assessment. The state of Washington provides emerging bilinguals one year to be proficient. Research suggests that students enrolled in dual language programs typically do not "meet standard" on English based assessments until they are in middle school; however, their achievement continues to accelerate, eventually outperforming their peers by the time they graduate from high school. Stevenson students who have transitioned out of the ELL program show a very strong proficiency when they are 2+ years out of the program with over a 70% proficient rate. Students who transitioned in 2014 had an 80% proficiency rate.

Stevenson embraces the three tenets of dual language education, including bilingualism and biliteracy, high academic achievement in two languages, and sociocultural competence. Stevenson is committed to meeting the needs of diverse emergent bilingual learners through an equitable dual language program. Stevenson is a Spanish two-way dual language school that includes classes taught using a 90/10 language allocation model. The dual language model values the concept of additive bilingualism, in which students acquire a second language without the replacement of their home language and culture.



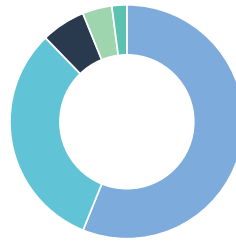
School Overview

At Stevenson, we embrace the rich diversity of students and families and collaboratively maximize district and community resources to support an academically rigorous, culturally relevant, nurturing learning environment where students develop skills, confidence, and creativity to meaningfully engage in making the world a better place.

Programs Offered

Spanish Dual Language, Continuum of special education services, including preschool

Racial Diversity



- 55% Asian
- 4% Black
- 31% Hispanic
- 2% Two or more races
- 6% White
- N/A Native American
- N/A Pacific Islander

School & Student Characteristics ¹

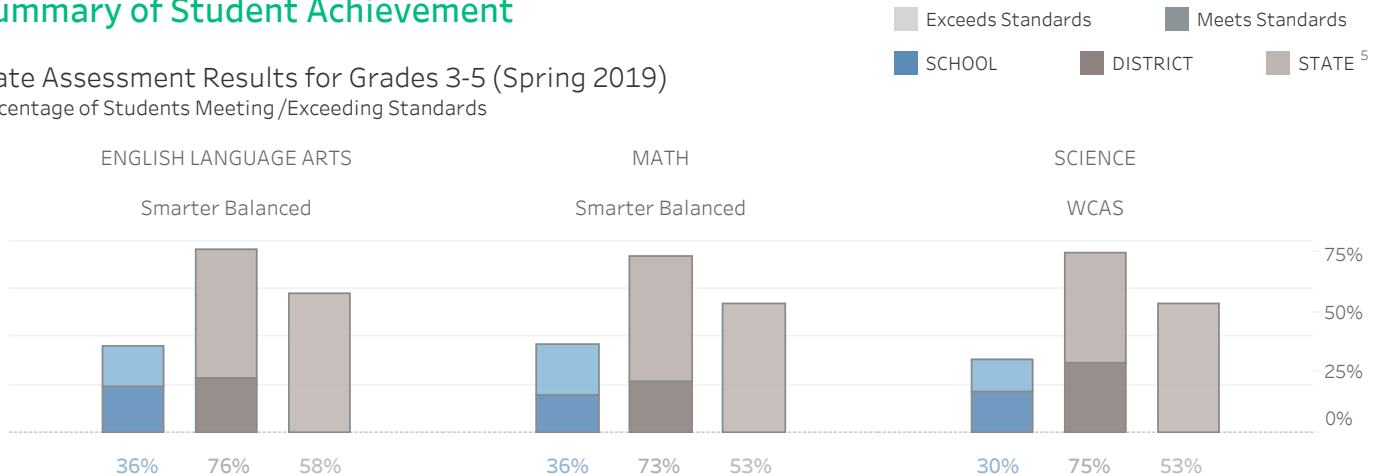
	SCHOOL	DISTRICT ²
Enrollment	591	496
National Board Certified Teachers	8%	28%
Eligible for Free/Reduced Price Meals	44%	18%
Receiving Special Education Services	6%	6%
English Language Learners	58%	24%
First Language Other Than English	73%	42%
Mobility Rate ³	27%	14%

Attendance & Discipline

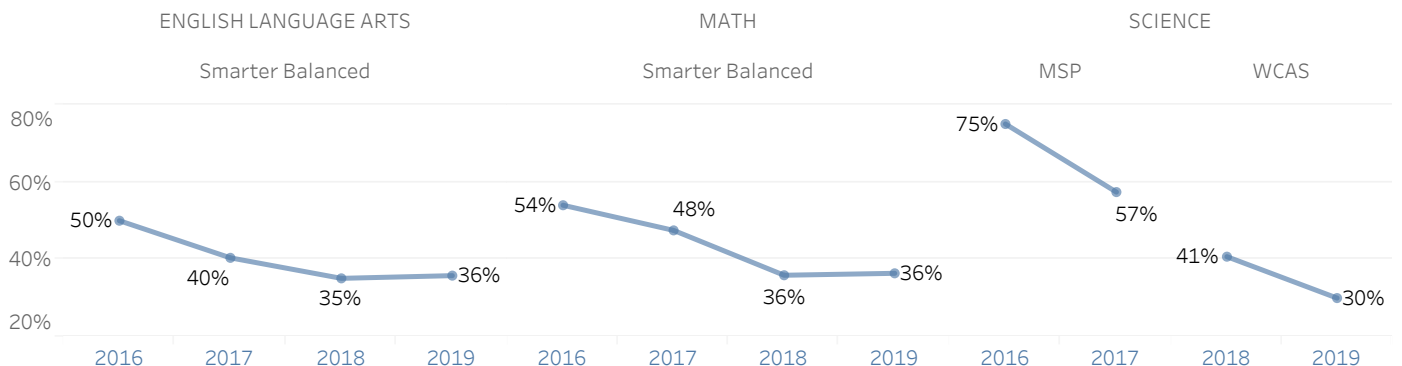
	SCHOOL	DISTRICT
Average Attendance Rate	88%	95%
Students with < 10 Absences Per Year	60%	72%
Students with 18+ Absences Per Year	17%	7%
Suspension Rate ⁴	0.0%	0.6%

Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2019)
Percentage of Students Meeting/Exceeding Standards



State Assessment Results for Grades 3-5 in the Last Four Years
Percentage of Students Meeting Standards



Glossary

National Board Certified Teachers

The National Board for Professional Teaching Standards offers a voluntary certification process for teachers to show that they have met the organization's standards for effective teaching. Teachers who apply go through a lengthy and rigorous screening process to obtain certification.

Science Assessments - WCAS/MSP

WCAS stands for Washington Comprehensive Assessment of Science, first administered in Spring 2018 to students state-wide in grades 5, 8 and 11. The WCAS replaces the WA State MSP science assessment. The WCAS is aligned to Next Generation Science Standards, which emphasize engineering and technology. The standards were adopted by the state in 2013. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Smarter Balanced

Starting in 2014-15, Washington State adopted the Smarter Balanced exams to assess student learning in English language arts and math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Special Education Services

Neighborhood schools provide a continuum of special education services. We provide specialty centers as well:

* **Cascade** program for students who benefit from behavioral supports due to emotional stressors.

* **Evergreen** program to serve young adults (ages 18-21) with disabilities.

* **Olympic** program to support students on the autism spectrum.

* **Pacific** program for students with significant developmental and intellectual disabilities.

* **PALS** (Preschool Age Learning) preschool to provide early intervention services for children with special needs (ages 3-5), together with typically developing peers.

End Notes

- 1 School and Student Characteristics**
Data are from October 1, 2018 unless otherwise specified.
- 2 District Average**
The district averages displayed here are the averages for district elementary schools.
- 3 Mobility Rate**
The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.
- 4 Suspension Rate**
The percent of students who received at least one in-school or out-of-school suspension or were expelled over the course of the school year.
- 5 State Assessment Results**
State pass rate percentages combine "Meets Standard" and "Exceeds Standard."

WELL-ROUNDED EDUCATION

School Goals & Key Strategies

Stevenson provides opportunities for every student to develop the knowledge and skills essential to:

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness.
- Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems.
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Educators at Stevenson provide the foundation for our academic program and conditions for student learning. With the use of instructional coaches, we support all teachers to provide high quality and culturally relevant instructional practices. Additional program support is provided to those students that need assistance. Student services are available for students experiencing homelessness or living in foster care. We offer additional academic assistance and staff professional development through our office of multilingual services, special education, learning assistance program and Title I departments. Focusing on our key priority areas, we have set the following growth and improvement goals in partnership with our parents, students and staff.

High Quality Instruction

Spanish Language Arts (SLA)

Student Outcome SMART Goals for SLA:

- At least 84% of our 3rd through 5th grade dual language students will meet standards in SLA as measured by the Evaluación del desarrollo de la lectura “ (EDL2) assessment, while meeting the goals noted below by subgroups.

The table below shows Stevenson’s goal and growth towards all sub groups meeting SLA proficiency. We continue to analyze our actions and implement the strategies identified below to close gaps that have been historically predictable in our school system.

Spanish Language Arts: Proficiency Rates and Goals: Grade 3-5

Group	2018		2019		2020	
	Actual	Target	Actual	Target	Actual	Target
All students:	73%	78%	76%	84%		
Native Spanish Speakers:	70%	75%	75%	83%		
ELL:	65%	70%	70%	77%		
Non-ELL:	100%	100%	100%	100%		

English Language Arts (ELA)

Student Outcome SMART Goals:

- At least 42% of Class of 2029 (current 3rd graders) will meet state standards in ELA, while meeting WSIF goals for all subgroups.
- We will decrease the gap between our highest and lowest achieving racial subgroups in ELA grades 3-5 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest scoring groups.
 - Goal: Decrease the gap from 56% in 2019 to 49% in 2020.

The tables below show Stevenson’s goal and growth towards all sub groups meeting ELA proficiency. Boxes with an asterisk indicate subgroups where the number of students is not large enough to be shared publicly. Boxes that are highlighted in yellow indicate areas where Stevenson met its sub group goals. While we celebrate growth in many areas, we continue to analyze our actions and implement the strategies identified below to close gaps that have been historically predictable in our school system. Our combined data for grades 3-5 illuminates longer term trends compared to the grade 3 data and serves as the data source for our gap closing goal.

English Language Arts: SBA Proficiency Rates and Goals: Grade 3*

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	33%	39%	35%	42%
Asian	50%	54%	71%	73%
Black	*	*	*	*
Hispanic	16%	24%	7%	17%
Two or More Races	*	*	*	*
White	*	*	*	*
Eligible for Free/Reduced Price Meals	12%	21%	13%	23%
Students with Disabilities	*	*	*	*
English Language Learners	11%	20%	18%	27%

*Grade 3 Actuals are not cohort data but based on students in grade 3 of each year

English Language Arts: SBA Proficiency Rates and Goals: Grades 3-5

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	36%	42%	36%	43%
Asian	53%	57%	62%	66%
Black	50%	54%	33%	40%
Hispanic	19%	27%	15%	24%
Two or More Races	*	*	*	*
White	39%	45%	33%	40%
Eligible for Free/Reduced Price Meals	22%	30%	18%	27%
Students with Disabilities	27%	34%	5%	16%
English Language Learners	9%	18%	14%	24%

Mathematics

Student Outcome SMART Goals:

- At least 48% of Class of 2029 (current 3rd graders) will meet state standards in MATH, while meeting WSIF goals for all subgroups.
- We will decrease the gap between our highest and lowest achieving racial subgroups in Math grades 3-5 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest scoring groups.
 - Goal: Decrease the gap from 48% in 2019 to 42% in 2020.

The tables below show Stevenson’s goal and growth towards all sub groups meeting MATH proficiency. Boxes with an asterisk indicate subgroups where the number of students is not large enough to be shared publicly. Boxes that are highlighted in yellow indicate areas where Stevenson met its sub group goals. While we celebrate growth in many areas, we continue to analyze our actions and implement the strategies identified below to close gaps that have been historically

predictable in our school system. Our combined data for grades 3-5 illuminates longer term trends compared to the grade 3 data and serves as the data source for our gap closing goal.

Math: SBA Proficiency Rates and Goals: Grade 3*

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	40%	46%	42%	48%
Asian	57%	61%	71%	73%
Black	*	*	*	*
Hispanic	19%	27%	10%	20%
Two or More Races	*	*	*	*
White	*	*	*	*
Eligible for Free/Reduced Price Meals	20%	28%	20%	29%
Students with Disabilities	*	*	*	*
English Language Learners	16%	24%	20%	29%

*Grade 3 Actuals are not cohort data but based on students in grade 3 of each year

Math: SBA Proficiency Rates and Goals: Grades 3-5

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	37%	43%	36%	43%
Asian	55%	59%	61%	65%
Black	30%	37%	42%	48%
Hispanic	19%	27%	13%	23%
Two or More Races	*	*	*	*
White	50%	54%	58%	62%
Eligible for Free/Reduced Price Meals	22%	30%	18%	27%
Students with Disabilities	36%	42%	10%	20%
English Language Learners	17%	25%	15%	24%

Our Strengths in This Goal Area:

- Facilitator Model: Stevenson has a facilitator model that decreases intervention and increases inclusion by providing differentiation and co-teaching. Each grade level team, specialist team and dual language team is assigned a facilitator. The facilitator supports the team in planning for instruction that is culturally relevant, differentiated and aligned to powerful teaching and learning. Facilitators will begin the school year by providing more support to teachers who are new to the profession and District. Stevenson is committed to increasing teacher capacity to provide the opportunity for Stevenson students who typically would be assigned to a special education centered program in a different school the opportunity to attend Stevenson. Facilitators use a student-centered coaching model. Facilitators will increase their expertise in student-centered coaching.
- Multi-tiered System of Support (MTSS): Stevenson is building out a robust Multi-tiered System of Support using the School Wide Integrated Framework for Transformation (SWIFT) to improve student achievement. SWIFT is a framework that builds our capacity to provide academic and behavioral support to improve outcomes for students.

Key Performance Indicators:

- Stevenson Elementary is a school of diverse learners. We use assessments aligned to the development of bilingualism and biliteracy within the dual language model. To progress monitor the growth and success for dual language learners and English language learners:
 - Reading proficiency rates for dual language students in grades k-2 will increase by 10% using the Sistema assessment
 - Reading proficiency rates for dual language students in grades 3-5 will increase by 10% using the EDL2 assessment
 - 80% of emerging and progressing ELL students will grow on the composite scores by 200 points on the ELPA 21 assessment
 - All classroom teachers will use math running records or math interviews in order to deeply understand each individual student's math skills, strengths and next steps for growth.

Key Improvement Strategies:

To support student growth and achievement for those performing at, above or below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Co-teachers in Grades K-3: This year, we have a full-time co-teacher in each grade from K-3. Co-teachers will support the grade level's Professional Learning Community in conducting "cycles of improvement" that involve assessing student learning and using data to determine needed interventions or acceleration. Co-teachers will work alongside classroom teachers to provide direct instruction to students including intervention, scaffolding, and extensions based on student data.
- Staff-wide Professional Learning & Professional Learning Communities (PLCs): The professional focus for the 2019-2020 school year is for staff to deepen their understanding of math and literacy instruction to ensure rigor and relevance. All staff members are supported and encouraged to collaborate as team - both in grade levels and as vertical groups - to create culturally responsive instruction that is important and relevant to our students. Through PLCs, teams will unpack the standards and implement cycles of improvement. Staff will use their understanding of the standards to ensure that curriculum is aligned to the standards and reflects the diversity of our classrooms across countries, races and religions.
- Meeting Student Needs Through MTSS: All classroom and support teachers will engage in our school-wide MTSS processes, meeting together throughout the year in Student Growth Meetings to monitor student growth and determine next steps for students that are not meeting learning targets for literacy. MTSS ensures all students have access to rigorous universal instruction (Tier 1), and then receive any additional (Tier 2) or personalized (Tier 3) interventions as needed and determined by school assessments.
- Facilitator Support & Coaching: ELL Facilitators will conduct student observations using the Academic Language Development Observation Feedback Tool. The observation identifies what skills ELL students are demonstrating to assist the teacher in providing the appropriate supports. Grade Level Facilitators will collaborate with classroom teachers to plan scaffolded language acquisition for students and provide co-teaching to increase the academic growth of students.
- Computer Science for Every Student: Every Stevenson student this year will develop their computer science skills and computational thinking by participating in weekly computer science lessons taught by a certificated computer science teacher. This innovative, interdisciplinary learning opportunity will connect to literacy, math and social/emotional learning.

Student Well-Being

Student Outcome SMART Goals:

- We will increase student sense of belonging on the Panorama Survey from 69% in fall 2018 to 74% in fall 2019.

Our Strengths in This Goal Area:

- Positive Behavior and Intervention Supports (PBIS): Stevenson has a high-functioning PBIS team. PBIS is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on

prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns.

- Talking Circles (Community Circles): In order to build stronger community among students and with the classroom teachers, talking circles have been integrated in most of our classrooms as a daily ritual for community building and problem solving.
- Community Building at the Beginning of the Year: Classroom teachers deliver common, community-building lessons at the beginning of the year. The lessons include relationship building, teaching behavior expectations and schoolwide procedures. This was particularly important with our move to the new Stevenson building. The lessons also support our language learners by providing opportunities for speaking and listening.
- Preventing Bullying at Stevenson: All students will receive evidenced-based bullying prevention lessons (BPU) delivered by certificated by building staff.
- Enhanced Behavior Expertise and Supports for Students: This year, Stevenson added a second full-time counselor to support students with their social emotional development. We also have PBIS specialists (certificated and classified) who oversee school-wide PBIS systems such as before school, breakfast, lunch, recess and after-school. They facilitate restorative conversations and use pro-active support with students with high social emotional needs. Stevenson has also added a full-time psychologist to provide behavior and child psychology expertise in the building.

Key Performance Indicators:

- Grades 3-5: We will use panorama data to monitor student sense of belonging.
- Grades K-5: We will conduct focus groups to better understand and monitor primary age students' sense of belonging.
- Grades K-5: 100% of the classroom teachers will complete the DESSA mini survey on each student in the fall 2019. This survey serves as a screener for students who may be at risk of social emotional challenges that potentially impede learning and lifelong success. Using data from the survey informs and/or confirms other data (behavioral, anecdotal, etc.) that indicate need for interventions. Teachers will use the MTSS team to identify social/emotional goals and interventions for students exhibit high SEL needs. Part of this MTSS process will include the teachers completing the DESSA full.

Key Improvement Strategies:

To support student growth and achievement for those performing at, above or below grade level, our school community will meet the social emotional and student well-being needs in the following ways:

- Elevating Student Voice Through Student Council: We have established a student council to provide student voice in the school redesign process, provide feedback on current systems and procedures, and to identify ways in which we can increase our students' sense of belonging at Stevenson.
- After School Enrichment: This year, the Bellevue School District Early and Extended Learning Department is providing student enrichment opportunities after school. Students at Stevenson, on a sliding pay scale, will have opportunities to participate in engaging enrichment classes that will enhance the students' overall education and provide increased opportunities for a well-rounded education. One goal of this program is to increase students' sense of belonging at school.
- Enhancing Safety with General School Assistants: Stevenson recruits and hires strong General Support Assistants (GSAs) to provide student safety at lunch and at recess and academic support for students during class. Our GSAs receive monthly training to ensure they are incorporating SEL strategies and restorative practices into their daily interactions with students.
- Universal Social Emotional Learning (SEL) and Social Skills Instruction: Our teachers deliver universal SEL instruction to all students to ensure students develop socially and emotionally. Second Step social skills curriculum will be taught/re-taught in collaboration and consultation with the school counselor. Students in grades 3-5 will utilize the RULER social/emotional curriculum. This curriculum utilizes strategies to help students recognize and regulate their emotions.
- Additional and Personalized Support for Students: Counselors will provide small group lessons and individual supports on an ongoing basis based on student needs as identified during our MTSS meetings. Identified

students will participate in the check-in/check-out program. The program consists of students checking in daily with an adult at the start of the school to receive their goal sheet and start their day with an interaction with an adult they are connected to. Teachers provide feedback on the goal sheet throughout the day. At the end of the day, the students check out with an adult to celebrate their success and establish goals for the following school day. The tertiary team, comprising of the admin, psychologist, counselor and behavior specialists, will meet weekly to review the needs and supports in place for some students with high social emotional needs. The team works with parents and care-givers to support these students. The team will use the iBestt program and pilot a comprehensive MTSS approach to behavior with 5th grade students.

- Community Partnership: School counselors and other staff will coordinate with community agencies to enhance supports for students. Community agencies, including Sea Mar, Jubilee Reach, Big Brothers and Big Sisters, Rainier Athletes, YMCA and Bellevue Boys and Girls Club, have been involved in providing Tier 2 and Tier 3 counseling and supports to some of our students as needed.

Family and Community Engagement

We believe that education is the shared responsibility of families, educators, and community members. We value and respect the diversity of perspectives, knowledge, and abilities that all of our stakeholders bring to our schools. We believe that the families of our students are essential partners in supporting student academic and social-emotional development. We believe that community partners play an important role in providing services, resources, and a network of support to our most vulnerable families. Our educators, administrators, and school staff embrace a culture of service focused on working together with families and the community to ensure all students succeed in school and life.

Family and Community SMART Goals:

- At least 20% of families in each sub-group will participate in the family engagement survey administered during winter 2020.

Our Strengths in This Goal Area:

- Family Connections Center: Stevenson has a vibrant Family Connections Center (FCC) with a full time Family Engagement Specialist and a part-time employee from the City of Bellevue who collaborate to support our community. The FCC connects families to school and community resources.
- Strong Family Participation in School Events: Stevenson family events are well attended by families that represent the diversity of our community.
- Strong Staff-Parent Relationships: Our teachers and staff care deeply about our students, families and community and are the greatest advocates for the community. Parents trust our staff and look to our staff for guidance and support for their children.
- Superstar Wednesdays: Twice a year, we bring families to Stevenson to join their students in the classrooms to participate in a literacy, math or social/emotional learning lesson. Superstar Wednesdays begins with a family breakfast. The goal is for parents to have the opportunity to see learning in action and learn strategies that may be used at home to strengthen the school/home connection. Families then have the opportunity to meet with school administration to learn about the resources available at the school.

Key Performance Indicators:

- Participation of parents in school activities, particularly by our diverse family sub-groups.

Key Improvement Strategies:

We are committed to ensuring that families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success by:

- Family Event Planning: Stevenson has a Family Event Planning Team that will plan community engagement events that support home-school academic connection and community building.

- Elevating Family Voice: This fall we will form a Stevenson Advisory Group. The Stevenson Advisory Group, consisting of staff, parents and community members, will guide Stevenson Elementary in engaging a diversity of voice from among our community to co-create Stevenson's vision and mission through community engagement. Collectively, this group will learn about Stevenson's history, celebrate its strengths and opportunities, analyze survey and community feedback, and review and modify draft versions of Stevenson's vision and mission.

APPENDIX A: Coordination and Integration of Funds

As a recipient of federal funds through Title I, Part A we are required to show how our school coordinates and integrates funding used at the school. The table below provides information on how various sources of funding are used and describes the purposes of each specific program.

Program	Amount Available	How the intents & purposes of the Program will be met:
Basic Education	\$4,449,057	To provide all students with instruction aligned to grade level, specific state standards including differentiation and enrichment services as needed. Basic education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development and substitutes.
Title I, Part A	\$344,771	To provide all children significant opportunity to receive a fair, equitable and high quality well-rounded education and to close educational achievement gaps. These funds are used to provide a second full-time counselor and a classified staff member who supports restorative practices.
Learning Assistance Program (LAP)	\$226,800	To coordinate the use of Learning Assistance Program revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements. Our LAP funds are used to provide a reading specialist who supports students reading below proficiency through direct interventions, as well as by providing coaching and support for the classroom teacher to differentiate instructional practices.
Total	\$5,020,628	