

## **Component One – Needs Assessment**

### **Overview of School Improvements**

In March of 2015, Jason Lee Middle School was removed from the Washington State Priority identified schools list. Schools on this list are in the bottom 5% of students meeting standards on the state mandated assessments. We have sustained this success and remain off of the priority list. These results demonstrate why Jason Lee won the Vision in Action Award for focusing on “learners who are knowledgeable, emotionally and physically healthy, civically active, artistically engaged, prepared for economic self-sufficiency, and ready for the world beyond formal schooling.” In the spring of 2016, Jason Lee was also named an AVID National Demonstration School for the school-wide approach to preparing every student for college and beyond.

Last spring the 2017 Smarter Balanced Assessment (SBA) was given for English Language Arts (ELA) and Math. Our goal was that students would be at or less than 10% below the state average. The 2017 scores are the baseline data we will be using to track our growth and implementation of our school improvement plan.

The content of this plan represents the ongoing work and goals established within our school for the 2017-2018 year. The goals and strategies in this plan represent and are influenced by the ongoing work of our staff members within grade-level and department teams. The specifics of our plan set forth our school-wide reform efforts and are a result of our staff's review of student assessment data, the prioritization of staff and team goals, and the articulation of specific next steps in our work toward student achievement. We will continue school-wide implementation of AVID critical reading strategies, and extra support to struggling students through extended learning opportunities. We will add a focus on grade-level vocabulary and on-line resources that students can

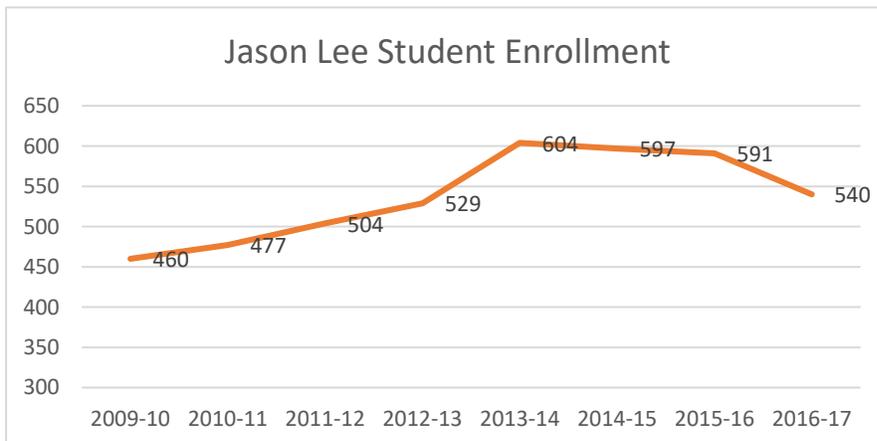
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access outside of school. We believe these support systems will have a positive impact on our students reaching standard in all subjects. The establishment of goal and focus areas for our school's work is also established in partnership with our SCDM, which includes parent representation. Our PTA's focus on supporting learning at the classroom level, specifically through the infusion of support in core content classrooms, and the opportunities afforded through Title I and LAP funds to work with various families, allows us the opportunity to both share and seek input from our stakeholders in the development of school areas of focus. This ongoing process influences our work and the establishment of our goals.

### Review of Data to Establish Improvement

#### Jason Lee Student Demographics

Jason Lee's enrollment trend shows a steady increase in enrollment with a peak



enrollment of 604 students in 2013-14.

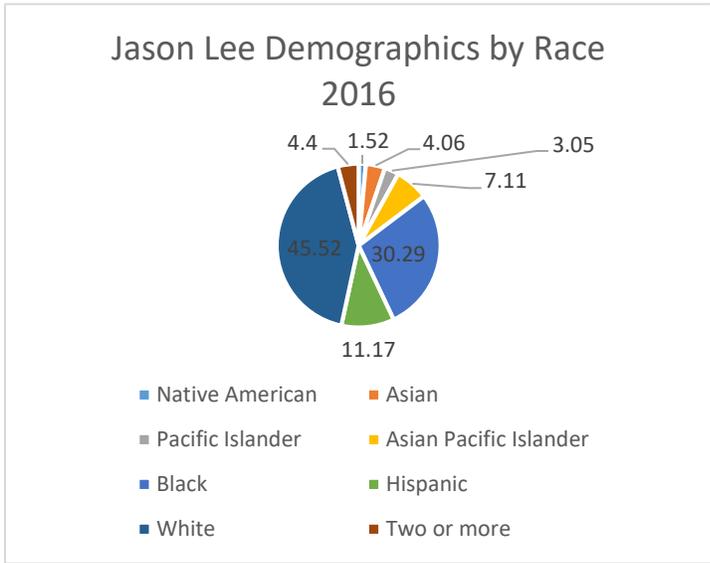
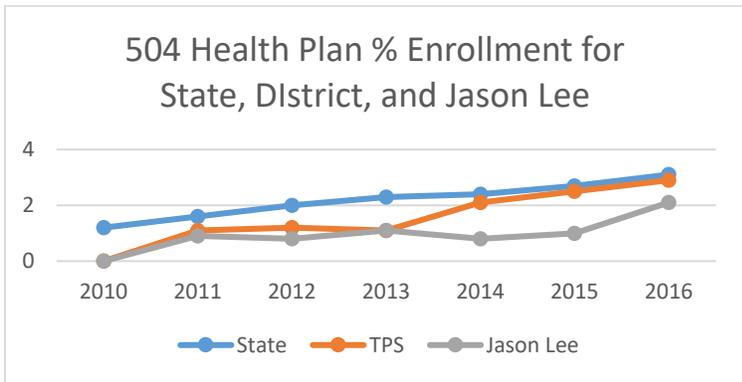
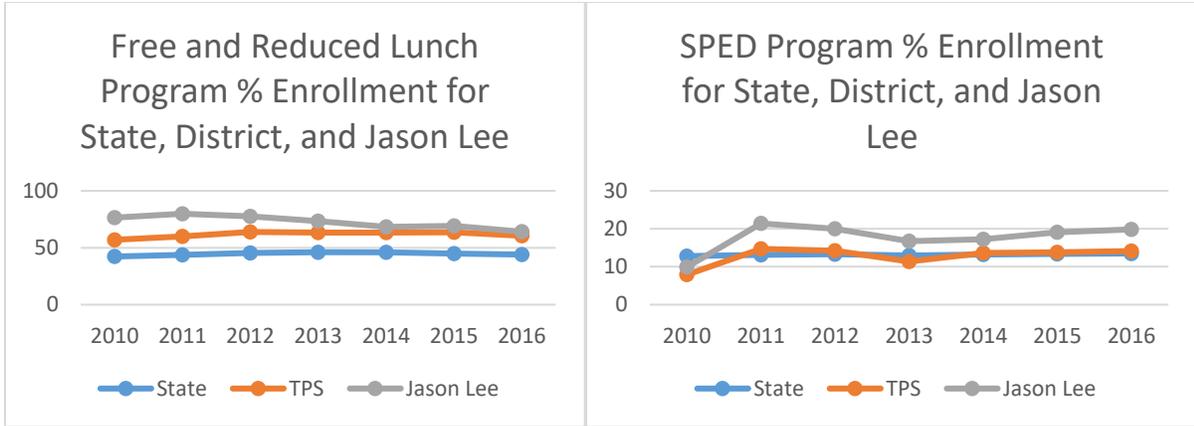
Since then, the enrollment has been declining with a significant 9% drop from 2015 to 2016.

Enrollment has slightly increased from last

year. Jason Lee is a high mobility school with a mobility rate of 109% last year.

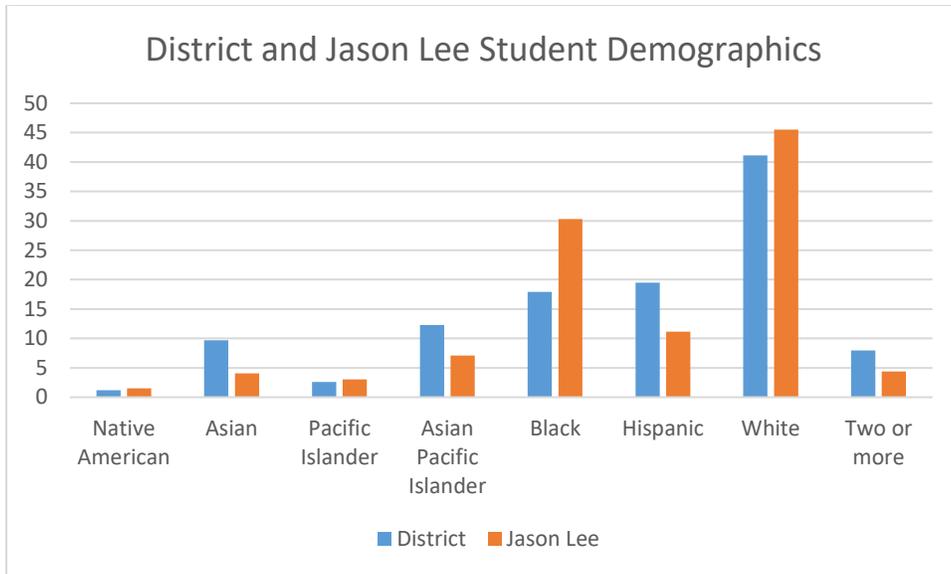
The number of students who withdrew or enrolled after the start of school in 2016 were 644 students.

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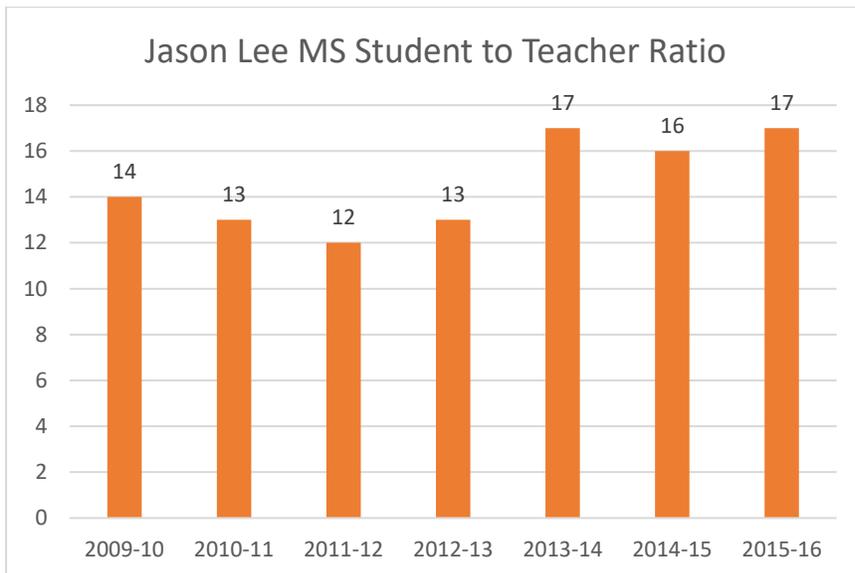


The student population at Jason Lee is categorized by race in the chart to the left. The two races which makes up more than 75% of the students at Jason Lee are Black and White students. Compared to the district which has less than 60% of students identify as Black or White, Jason Lee is less diverse with the two largest categories

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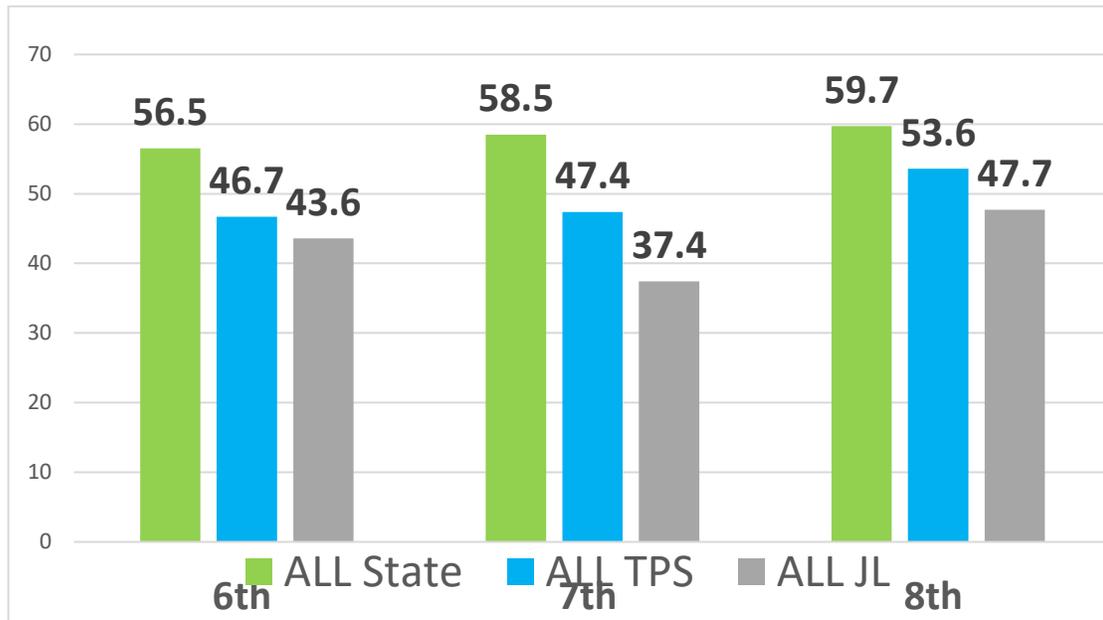


Jason Lee Middle School's demographic profile is outlined above by percentages in order to compare it with the district demographic profile. Jason Lee has more Native American, Pacific Islander, Black, and White students compared to other schools in Tacoma, while there are fewer Asian, Asian Pacific Islander, Hispanic, and student who identify as two or more ethnicities.



The student to teacher ratio depicted in the graph to the left is consistent with the focus on hiring staff and reducing class size seen during the initial SIG process. The current student to teacher ratio of 17 is equal to the district ratio. The average class size at Jason Lee is 26 students.

### 2017 ELA SBA Passing Rates Compared with State and District



### ELA SBA Levels by Number of Students

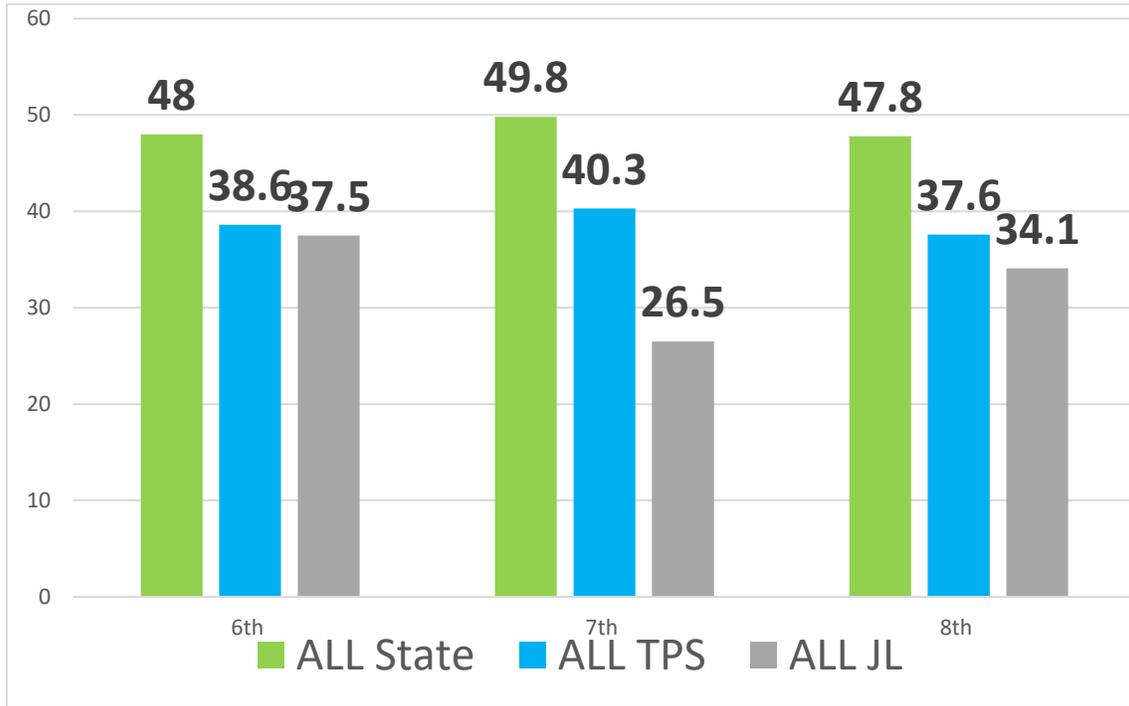
School							
ELA	L1	L2	L3	L4	NA	Total	
2015	116	118	136	60	27	457	
2016	164	128	167	61		520	
2017	140	113	156	101	1	511	
<b>8th</b>							
ELA	L1	L2	L3	L4	NA	Total	
2015	47	53	46	20	10	176	
2016	49	50	67	26		192	
2017	45	31	52	22	0	150	
<b>7th</b>							
ELA	L1	L2	L3	L4	NA	Total	
2015	47	53	46	20	10	176	
2016	66	41	53	14		174	
2017	49	45	41	25	0	160	
<b>6th</b>							
ELA	L1	L2	L3	L4	NA	Total	
2015	26	26	44	25	6	127	
2016	49	37	47	21		154	
2017	46	37	63	54	1	201	

In the area of ELA, we see a significant area of improvement still needed. Our student's performance as measured by the 2017 SBA did not meet our goal. In order to increase the level of student performance in ELA, as measured throughout the school year with formative assessments and in a summative

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manner on the 2018 SBA, there needs to be a significant emphasis on reading and writing claims with evidence. There will be many layers of support across our school district and within multi-disciplinary classrooms throughout our school.

**2017 Math SBA Passing Rates Compared to State and District**



Math SBA Levels by Percent and by Number of Students

School		L1	L2	L3	L4	NA	Total
Math							
	2015	131	133	90	74	30	520
	2016	211	123	96	80	10	458
	2017	176	143	90	101	1	511
8th							
	2015	44	57	40	24	11	176
	2016	81	38	39	29	5	192
	2017	59	40	25	26	0	150
7th							
	2015	47	47	30	16	13	153
	2016	70	52	29	20	3	174
	2017	63	43	30	23	1	160
6th							
	2015	40	29	20	34	6	129
	2016	60	33	28	31	2	154
	2017	54	60	35	52	0	201

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In the area of Mathematics, we see a significant area of improvement still needed. Our student's performance as measured by the 2017 SBA did not meet our goal. In order to increase the level of student performance in Mathematics, as measured throughout the school year with formative assessments and in a summative manner on the 2018 SBA, there needs to be a significant emphasis on concepts and procedure claims. There will be many layers of support across our school district and throughout our school.

**Achievement by Grade Level** (spring data expressed as a percentage of students meeting standard)

<b>Grade 6</b>	<b>2012 MSP</b>	<b>2013 MSP</b>	<b>2014 MSP</b>	<b>2015 SBA</b>	<b>2016 SBA</b>	<b>2017 SBA</b>
<b>Reading/ELA</b>	63.3	57.7	57.5	40.4	43.6	41
<b>Mathematics</b>	61.4	44.7	53.3	29.9	37.5	32

<b>Grade 7</b>	<b>2012 MSP</b>	<b>2013 MSP</b>	<b>2014 MSP</b>	<b>2015 SBA</b>	<b>2016 SBA</b>	<b>2017 SBA</b>
<b>Reading/ELA</b>	51.9	53.2	52.8	37.3	37.4	48
<b>Mathematics</b>	36.3	54.9	43.7	34.4	26.5	33
<b>Writing</b>	61	41.2	50.5	N/A	N/A	N/A

<b>Grade 8</b>	<b>2012 MSP</b>	<b>2013 MSP</b>	<b>2014 MSP</b>	<b>2015 SBA</b>	<b>2016 SBA</b>	<b>2017 SBA</b>

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<b>Reading/ELA</b>	50.6	47.4	67.3	30.8	47.7	40
<b>Mathematics</b>	35.2	27.3	51.8	22.2	34.1	26
<b>Science MSP</b>	38.8	59.7	59	42.7	68.8	56

### **English Language Arts**

This data matches the progress as measured in our core classrooms using I-Ready data and final semester grades. Our work in this area continues to be the implementation of critical reading process, additional vocabulary strategies, as well as utilizing the SpringBoard curriculum. We will also be using I-Ready standards of master assessments to assess students on Priority Standards to assist and prepare them for the spring SBA test. This assessment data will allow us to see who is meeting and who is not and then intervene for the necessary skill. We will also be using interim assessment blocks (IAB) in both reading and listening this year to support students understanding of the standards. Teachers will continue to align grading practices through review of student work and reviewing on-going formative assessments to make instructional decisions that support student learning in the classrooms. Interventions provided at Jason Lee will include extended learning opportunities, tutoring through the Bobcat Learning Center in partnership with Peace Community Center and Trinity Presbyterian Church, using AVID collaborative study groups, IXL and Moby Max to support studies in meeting standards.

### **Math**

This data matches the progress as measured in our core classrooms using I-Ready data and Math final semester grades. Our work in this area continues to be the implementation of aligned assessments and mathematical notebooks with implementation of Cornell notes, mathematical fluency and additional

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vocabulary strategies. We will also be using i-Ready standards of master assessments to assess students on Priority Standards to assist and prepare them for the spring SBA test. This assessment data will allow us to see who is meeting and who is not and then intervene for the necessary skill. We will also be using interim assessment blocks (IABs) this year to support students understanding of the standards. Teachers will continue to align grading practices through review of student work and reviewing on-going formative assessments to make instructional decisions that support student learning in the classrooms.

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### **Attendance** (Average daily attendance)

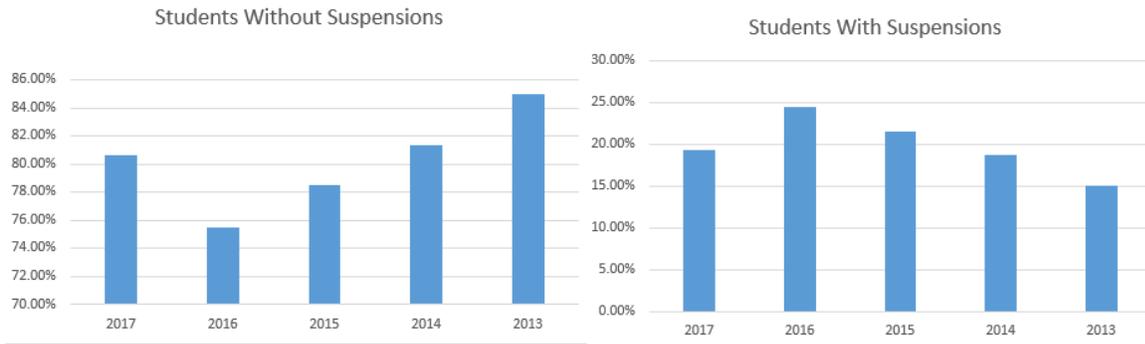
<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
81%	86%	87%	86%	89.35%

In the area of attendance we are making significant progress but there is still a lot of room to improve. We are working with the district to continue to implement the Becca process for students with significant attendance issues. In addition, we are implementing attendance summits: a one-time attendance intervention which includes a power point presentation, student's attendance barriers questionnaire, attendance contract, and parent information.

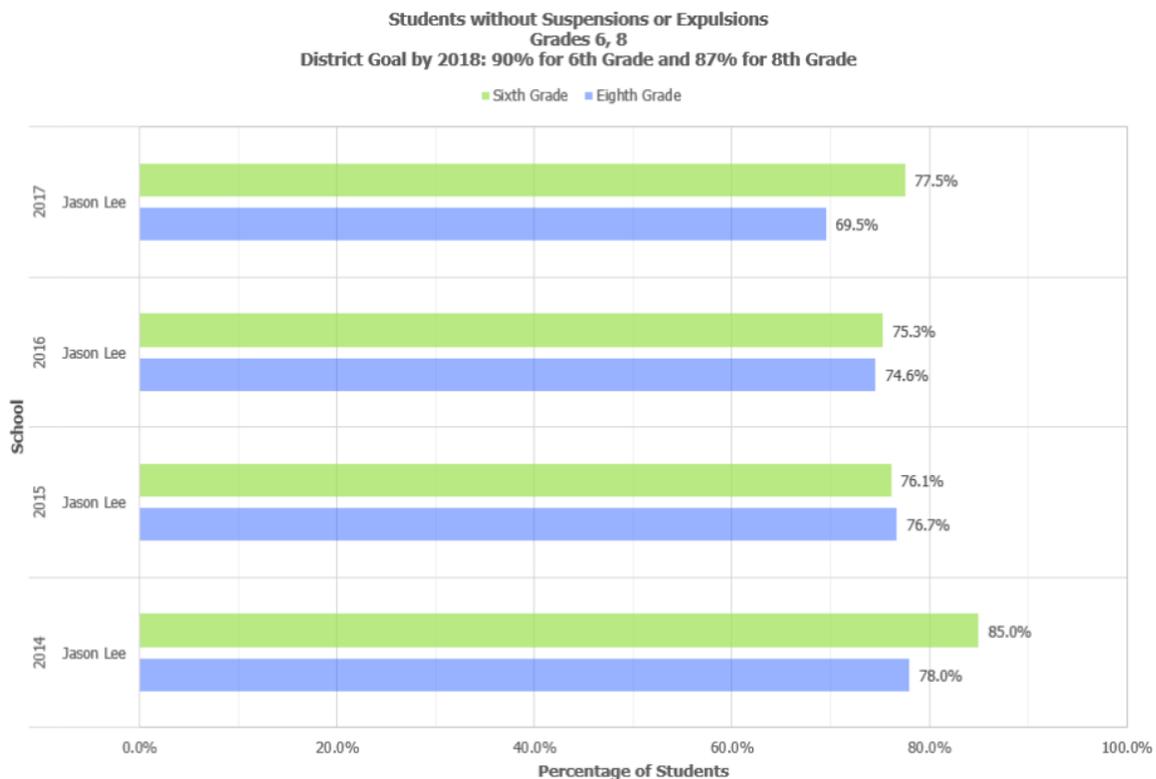
Attendance has traditionally been an area where Jason Lee students struggle. There were 14,146 absences in 2016 at Jason Lee. This is a staggering amount which ultimately equates to out of class time and loss of instruction. This impacts student achievement.

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## Discipline Data



Behaviors which results in discipline continue to be an area where our students struggle. By far, disruptive conduct is the most referred discipline issue. In 2017 we were very close to 80% of students without suspensions. The district goal for 6<sup>th</sup> grade is 90% while the goal for 8<sup>th</sup> graders is 87%. While we have made significant progress in the last few years there is still ample room for improvements. The chart below shows Jason Lee's progress towards meeting the district goals.



## **Areas of Concerns Based on Student Achievement and Discipline Data**

- Transition from grades 5 to 6 and 8 to 9
- 9 Characteristics for high performing schools (Collaboration and Communication, Clear and Shared Focus, High Standards and Expectations, Effective Leadership, Supportive Learning Environment, Parent and Community Involvement, Curriculum, Instruction and Assessment, Focused Professional Development)
- Recognition of non-academic achievements
- Discipline Data and equity issues
- Attendance
- Safe and Supportive Learning Environment (Discipline and Student Behavior Supports)
- Technology
- Parent, Family and Community Involvement

## **Component Two – School Wide Reform Strategies**

### **Planning for Transitions**

Transition activities currently in practice include a four week summer school and a four day 5<sup>th</sup> grade orientation in August. Jason Lee will continue to use data to support transitions by enrolling student who are behind in standard into extended four week summer school. During summer school, teachers implement targeted interventions to help students close achievement gaps and pre-teach skills and concepts to meet standards and they utilize standards-aligned formative and summative assessments to measure growth. We will continue implementing our student mentoring program to assist in transition for incoming 6<sup>th</sup> grade students. Through Title I support, we are able to offer a four day transition camp for incoming Jason Lee 6<sup>th</sup> grade students. This program allows students to meet their mentors and give them exposure to all of the things that

are new to them as they transition into middle school. We will also continue to work with and promote the different efforts of Tacoma high schools to help our students successfully transition from 8<sup>th</sup> grade to high school.

## **9 Characteristics of High Performing Schools**

At Jason Lee we strive for a school-wide ethic of high expectations for faculty, staff, and students. The “9 Characteristics of High Performing Schools” drives our plan. Below is how we are addressing these characteristics:

### **1. Collaboration and Communication:**

- a. Through our School Centered Decision Making (SCDM) team, staff members use data to drive and make decisions, which is then communicated to staff, parents and the community.

### **2. Clear and Shared Focus:**

- a. SCDM is used as the decision-making process for our school.
- b. Data is used to make all decisions.
- c. Common agreements and initiatives are built school wide to support clear and share focuses of school which include:
  - i. AVID Implementation
  - ii. Standards-Based Grading Practices
  - iii. Implementation/Training of District Curriculum
  - iv. PLC Department Meetings
  - v. PLC Grade-Level Meetings
  - vi. Staff Learning Walks

### **3. High Standards and Expectations**

- a. Common Core State Standards (CCSS) drive all instruction.
- b. Department teams work to develop lessons and assessments that align to CCSS.
- c. Data is shared in departments regarding how students are progressing.
- d. Common assessments and grading are used in core content classes.

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**4. Effective Leadership:**

- a. Teachers hold leadership roles to:
  - i. Provide Professional Development
  - ii. Address and Present Issues Through SCDM for Staff Decision-Making
  - iii. Participate In Interviewing and Hiring Staff

**5. Supportive Learning Environment:**

- a. The implementation of The Whole Child Initiative will support social emotional support of all students.
- b. Zones of Regulation
- c. Teachers will use culturally relevant teaching practices to support all students.

**6. Parent and Community Involvement:**

- a. Our active PTA meets monthly.
- b. Community partnerships with:
  - i. Peace Community Center
  - ii. Trinity Presbyterian Church
  - iii. Metro Parks
  - iv. Alchemy Skateboarding Club
  - v. University of Washington Tacoma – Center for Strong Schools
  - vi. YMCA
  - vii. Pacific Lutheran University
  - viii. Edge Foundation
  - ix. Comprehensive Life Resources
  - x. 4H Tech Wizards
  - xi. Million Father March
  - xii. Mt. Rainier Institute

**7. Curriculum, Instruction and Assessment:**

- a. CCSS are the focus of all teaching and learning.

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- b. School-wide AVID instructional strategies aligned to “WICOR,” vocabulary strategies and the critical reading process.
  - c. Aligned curriculum, instruction and assessment in all core content areas.
  - d. Regularly monitored and analyzed student achievement data through I-Ready, IXL, and SBA results.
- 8. Monitoring of Teaching and Learning:**
- a. Monthly classroom walk-throughs to analyze AVID strategies and culturally relevant practices by all staff members.
  - b. Consistent feedback using the 5-Dimensions of Teaching and Learning evaluations.
- 9. Focused Professional Development:**
- a. Monthly professional development offerings in:
    - i. SBA Claims and CCSS Alignment
    - ii. The Whole Child Initiative
    - iii. 5-Dimensions of Teaching and Learning and Student Growth Goals
    - iv. AVID School-Wide Strategies
    - v. Technology for Performance Plus, Microsoft etc.
    - vi. I-Ready Implementation and Data Analysis

### **Highly Qualified Teachers**

“Highly Quality Teachers” is transitioning to “Highly Effective Teachers” in Every Student Succeeds Act (ESSA). Currently the expectations for “Highly Effective Teachers are being worked out at the State and Federal levels. At this time teachers are required to have a current teaching certificate and an endorsement for the area they are teaching. All Jason Lee teachers have a current certificate and are teaching in their endorsed area(s) and thus meet this expectation. **Leave Blank for CAB Title I staff to complete.**

### **Recognition of Non-Academic Learning**

Jason Lee's efforts to support and develop students beyond academia has resulted in the 2016 Vision in Action: The ASCD Whole Child Award. All staff members focus on the emotional and physical development of all our students to prepare them for the world beyond high school.

### **Safe and Supportive Learning Environment**

Through the Tacoma Whole Child Initiative, Jason Lee has developed four pillars focused on being respectful, responsible, compassionate and safe. These pillars allow for an environment that is physically, emotionally, academically, and socially safe and student-centered. These pillars also extend to the classroom so students feel valued, respected and cared for so they are motivated and ready to learn. The school has developed and maintained school-wide matrices focused on the four pillars. These expectations and routines are taught, and re-taught when appropriate to teach students how to manage their behavior and help student improve problem behaviors. Jason Lee continue to build behavioral interventions such as stop and think, make it right plans, and the development and implementation of tiered supports such as check in/check out, check and connect mentoring programming in conjunction with Peace Community Center, and SS Grin a mental health intervention lead by Comprehensive Life Resources. These approaches continue to support and allow the school to understand each child and their adolescent development for learning and growth to occur.

### **AVID and TWCI**

Advancement via Individual Determination and Tacoma Whole Child Initiative are two school-wide systems which staff and students at Jason Lee have bought into. Both systems were identified as part of the school improvement efforts. The impact of successfully implementing AVID and TWCI is that Jason Lee was

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removed from the state's list of identified Priority Schools (performing in the lowest 5% of schools in the state) in 2015. Jason Lee became a National AVID Demonstration School in March of 2016, and received the 2016 Vision in Action Award, which is the ACSD Whole Child Award Winner. Furthermore, Jason Lee was awarded a \$100,000 grant from the National Foundation for Governors' Fitness Councils in 2016.

### **Equity Issues**

Jason Lee has a very diverse community. Through professional development, teacher leadership has developed a culturally relevant teaching committee. This committee meets monthly and sends a monthly newsletter to all staff to support their learning and growth in being culturally responsive to all students. These newsletters include scholarly readings and evidence-based practices and strategies to support Jason Lee's diverse student population, making the environment safe to take risks, learn and grow for both students and teachers alike. The committee is also conducting semester-long book studies that focus on equity in the classroom.

### **Technology**

Jason Lee Middle School continues to build upon the use of technology in a variety of ways to enhance student learning. Technology within the classroom includes regular access to SMART boards and computers in every classroom, the daily use of document camera/LCD projector bundles, opportunities for word processing, and internet research for project-based learning. We have two classroom computer labs as well as five computers on wheels that have laptops that can be used in classrooms. We also offer Do IT for all 8<sup>th</sup> graders which is a Career and Technical Education (CTE) high school credit bearing (.5 credit) class. Students are given access to IXL and other online learning resources that they can utilize outside of the classroom.

### **Parent, Family and Community Involvement**

We believe strongly in the power of parent and family involvement in our school and have worked hard over the years to have developed a strong parent involvement component into our school program. We are fortunate to enjoy a rich and intentional support from our PTA as they funnel their energies and resources directly back to students and learning. Additionally, we have used our Title I money to provide for family showcase nights where we teach parents strategies that they can use with their students for homework that are related to AVID. We also have started a Parent Connection group which is actively recruiting parents to volunteer their time in our school. This year we have had parents volunteering and supporting the school during conference and the regular school day. Jason Lee has worked to develop many partnerships with our community which include: Peace Community Center and Trinity Presbyterian Church (local youth non-profits) to offer extended opportunities through the Bobcat Learning Center, Monday through Thursday for two hours after school. The Learning Center offers enrichment activities including, but not limited to: Robotics, Arts, Gardening, Drumline, Drama, Health and Nutrition classes as well as tutoring opportunities. We have also partnered with Peach Community Center, Pacific Lutheran University and the YMCA to support a four week summer academy for identified students who are showing signs of falling behind in grade-level standards.

### **Improve transitions between grades and/or schools**

Our plan addresses both the 5 to 6 grade transitions as well as the 8 to 9 grade transition. AVID supports students in planning for the future and creating a high school and college readiness culture. College bound and Career cruising also supports the transition plan.

### **Provide opportunities for students both ahead of and behind grade level**

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Core teachers differentiate using vertical alignments both up and down in the Common Core State Standards for math and ELA. ELO provides extra support for students who are below grade level and that are identified as scoring a Level 2 or below on the SBA. All students are provided a membership to IXL, an online skills and concepts program where students can move up or down in grade level content to work at his or her level. Teachers also use i-Ready diagnostic data to create groups for closing achievement gaps and to accelerate students as needed based on data. All students are also provided a membership to MobyMax, an online program that adjusts to each students' individual learning needs based on assessments built into the program.

### **Strategies that will be used to improve academics for all students**

- School-wide AVID
- AVID Elective
- Tacoma Whole Child Initiative
- Attendance Support
- Zones of Regulation
- Extended Learning Opportunities
- IXL
- MobyMax
- Restorative Practices
- Vocabulary Focus
- Non-Fiction Informational Reading Focus in all subjects (core and electives)

## **Component Three—Activities to Ensure Mastery**

### **Supporting our most-at-risk students at Jason Lee Middle School**

We have a number of programs that support our most-at-risk students at Jason Lee in both academic and non-academic areas.

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- TWCI
- AVID
- ZONES of Regulation
- Comprehensive Life Services
- Second Step Social Emotional Curriculum for Counseling and Advisory Lessons
- Bobcat Learning Center
- Dinner Program
- Extended Learning Opportunities
- Summer Academy
- 5<sup>th</sup> grade JUMPSTART
- TIER 2 supports:
  - Student Contracts
  - EDGE
  - ART
  - Attendance Summits

Specifically, we want to highlight the following programs:

Professional development is aligned to the common initiatives and agreements that Jason Lee has identified. Each month professional development is available at the building or through the district. The professional development is focused on:

- SBA Claims and CCSS Alignment
- The Whole Child Initiative
- 5-Dimensions of Teaching and Learning and Student Growth Goals
- AVID School-Wide Strategies
- Technology for Performance Plus, Microsoft etc.
- I-Ready diagnostic and iSM Implementation and Data Analysis

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Additional professional development can be received through the district PD calendar.

Recognizing nonacademic learning is also an important component to our plan. Jason Lee's efforts to develop students beyond academia has resulted in the 2016 Vision in Action: The ASCD Whole Child Award. All staff members focus on the emotional and physical development of all our students to prepare them for the world beyond high school.

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strategies to support Jason Lee's diverse student population, making the environment safe to take risks, learn and grow for both students and teachers alike. The committee is also conducting semester-long book studies that focus on equity in the classroom.

## **Component Four – Coordination and Integration**

### **Needs Assessment**

LAP defines "underachieving students" as "those with the greatest academic deficits in basic skills identified by statewide assessments."

- 1) Identify the subject area students will be served and the grade-levels to be targeted
  - 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade
  - Math
  - ELA
- 2) Describe how the purchase of additional resources, or FTE will support identified LAP students

The purchase of additional resources and FTE will help support our LAP students by...

### **Fund Distribution**

My school will follow the state and district's best practices and will use High Poverty LAP funds to support targeted students who are struggling to meet grade-level standards in ELA, math, or graduation assistance.

**Component Four-Coordination and Integration of Federal, State and Local Services**

**2017-18 School Year**

At Jason Lee categorical programs and basic education work together to meet the needs of all students and support our schoolwide program goals. While categorical and basic education funds are tracked separately in Tacoma for fiscal purposes, Title I, Part A, LAP and Basic Education coordinate services for the purpose of serving academically at-risk students, with the intent that all students in the school will be successful.

Funding Source	Amount Contributed	Intent & Purposes
Title I, Part A	\$79,250	To provide all students significant opportunity to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps. Funds are combined to support a variety of activities: supplemental tutoring and resources, academic support, teacher professional development & family engagement.
Basic Education	\$3,175,698	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 as well as the intents and purposes of the federal programs combined in this schoolwide plan.
LAP- High Poverty	\$122,335	LAP HP offers additional <b>supplemental services</b> for K–12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade-level. These services also address barriers preventing students from accessing core instruction.
<b>Total</b>	<b>\$3,377,283</b>	

