



## Clark County School District

# Martinez Elementary

## School Performance Plan: A Roadmap to Success

*Martinez Elementary has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

**Principal:** Tim Adams

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**Phone:** 702-799-3800

**School Designations:**  Title I     MRI     CSI     TSI     ATSI

*Our SPP was last updated on 10/17/2024*



## School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at [http://nevadareportcard.nv.gov/DI/nv/clark/reynaldo\\_martinez\\_elementary\\_school/2024/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/reynaldo_martinez_elementary_school/2024/nspf/).

## School Continuous Improvement (CI) Team

*The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.*

Name	Role
Tim Adams	<b>Principal(s)</b> <i>(required)</i>
Mary McNeal	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Timothy Somers II, Yvette Levesque, April Kahle, Christine Greathouse, Erin Nakaji, Samona Thorpe, Erica Henriquez, Sabina Perez, Stephanie Shank, Ayah Lambiris, Savannah Kennedy, Heather Somers	<b>Teacher(s)</b> <i>(required)</i>
Yadira Herrera	<b>Paraprofessional(s)</b> <i>(required)</i>
Reyna Gutierrez, Edinia Santos	<b>Parent(s)</b> <i>(required)</i>



## School Community Outreach

*This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.*

Outreach Activity	Date	Lessons Learned from the School Community
Data Review Meeting	5/29/24	Teachers need continued professional development on the tier I instructional materials. According to the MAP assessment, continued growth was observed in mathematics as teachers became more fluent with the Envision curriculum materials. The teacher self-evaluations of PLC were reasonably adequate and the set goal needed to be lowered and may have been ineffective. Teacher leaders view PLC as a valuable part of their planning process. Immediate and repeated family contact and RPC consequences successfully improved the likelihood of student attendance.
SOT Meeting	5/31/24	SOT is excited about the school's growth, particularly in math and chronic absenteeism. Areas of growth were deemed to be a result of consistency in procedures.
Grade Level Lead Meeting	6/12/24	There are concerns about streamlining the accountability process for contacting families about chronic absenteeism. The current Student Success goal should be separated by subject to highlight the growth in both reading and math. The Connectedness goal may be hard to set as so much growth was accomplished. The Adult Learning Culture goal needs an improved measure of evaluation.



# School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experiences and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

## Inquiry Area 1 - Student Success

### Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
	SBAC, MAP, WIDA	Panorama, CCSD Student Survey	Instructional Rounds
Data Reviewed	<p><b>Areas of Strength:</b> According to the Spring 2022 reading MAP data, 49% of K-5th grade students met growth targets.</p> <p><b>Areas of Strength:</b> According to the 2023 Spring MAP data, 33% of K through 5th-grade students were proficient in reading, 31% were proficient in math, and 31% of 3rd through 5th-grade students were proficient in science. According to the 2023 Spring MAP data, 46% of K-5th grade students met growth targets in reading, 43% in math, and 46% in 3rd through 5th grade students met growth targets in science.</p> <p><b>Areas of Strength:</b> 70% of 1st grade, 60% of 2nd grade, and 80% of 4th grade students met growth targets according to the Spring 2024 Math MAP data. 61% of 1st-grade and 65% of 4th-grade students met growth targets, according to the Spring 2024 Reading MAP data.</p>		
	<p><b>Areas for Growth:</b> The percentage of proficient students in the areas of reading, math, and science will increase to 50% or higher by the end of the 2023-2024 school year.</p>		
Problem Statement	Overall, students are low in reading foundational skills and fluency skills, as well as basic math computational skills and math fact fluency.		
Critical Root Causes	Teachers lack the necessary training in planning, delivering, and differentiating tier 1 and tier 2 reading instruction. Teachers lack the necessary training and consistency in receiving professional development opportunities to address instructional needs in the delivery of Tier I, Tier II, and sometimes Tier III instruction. There was a heavy focus on SEL needs rather than on Tiered instruction.		



## Part B

Student Success	
<p><b>School Goal:</b>  <i>By the end of the year (2025), the percentage of K through 5th-grade students who meet or exceed the projected growth target in reading will increase from 48% (Spring 2023) to 53% (Winter 2024) to 58% (Spring 2024), and in math, from 52% (Spring 2023) to 55% (Winter 2024) to 60% (Spring 2025) as measured by MAP Growth Assessments.</i></p>	<p><b>Aligned to Nevada’s STIP Goal:</b> <i>Goal 3: All students experience continued academic growth.</i></p>
<p><b>Improvement Strategy:</b> <i>All licensed staff will be provided professional development on all tiers of instruction.</i></p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Build a committed staff and provide professional development (1)</i></p>	
<p><b>Intended Outcomes:</b> <i>Strengthen all tiers of instruction to meet all students’ needs. Teachers will feel more confident in delivering meaningful tiered reading instruction. Students have the opportunity to access and receive appropriate instruction to make necessary gains. Ultimately, kids will grow on MAP, SBAC, and WIDA assessments.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>K-5 Professional Development on providing reading instruction for Tiered levels of learners, utilizing research-based materials at the school level.</i></li> <li>● <i>Weekly Lesson Plan reviews by the administration, with subsequent Professional Development for meaningful lesson planning.</i></li> <li>● <i>Ongoing data monitoring on identified grade level deficiencies in the area of ELA and math. School administration and strategists will monitor data collection and areas of concern and need.</i></li> <li>● <i>Calendared instruction of CORE instructional programs such as 95 Phonics Core, HMH Into Reading, Reading Mastery, and enVisions Math.</i></li> <li>● <i>Provide professional development on managing and using 95 Phonics Core, HMH Into Reading, and enVisions Math as needed per grade level.</i></li> <li>● <i>Training in RTI: *identify if the student needs more time in instruction</i>  <i>*identify if instruction matches student needs (has the skill been acquired?)</i>  <i>*identify if the student has a problem with attention/motivation</i>  <i>*identify if the student needs individualized interaction</i>  <i>*identify if the student needs more opportunities to practice</i>  <i>*identify if the student needs more explicit instruction or systematic instruction</i></li> <li>● <i>Training on how to implement a student plan created by the RTI team for students needing additional support.</i></li> </ul>	



<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"><li>● Trainers specialized in planning, delivery of instruction, and differentiation of ELA and math instruction.</li><li>● Professional development on tiered reading and math instruction.</li><li>● Professional development on the RTI process and tools needed to be monitored and implemented.</li></ul>
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"><li>● <i>Lack of time for training/implementation &amp; coverage for trainers: Due to the constraint within the master schedule to include all required content and different Tiers of instruction, it is challenging to implement a schedule to include training and implementation for all teachers and staff of instructional/SEL topics, administration, and strategists will meet regularly to identify training needs, coverage possibilities, and solidify scheduling of specific PD/training. Monthly lessons will also be scheduled during staff meetings.</i></li><li>● <i>Lack of Subs: We will utilize strategist/SOSA to cover classes whenever possible.</i></li><li>● <i>Teacher buy-in: The administration or strategist will be present at or provide instruction during training(s)/PD, and teachers and staff will be involved in Action Teams such as Academic, Culture, and Leadership teams.</i></li></ul>
<p><b>Improvement Strategy:</b> <i>Teachers will be provided time every week to work on data-driven instruction for reading.</i></p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Professional learning communities (PLCs) (3)</i></p>
<p><b>Intended Outcomes:</b> <i>Strengthen students' reading instruction using focused Tier I and data-driven instruction.</i></p>
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>● <i>Provide K-5 Professional Development on providing data-driven instruction for reading instruction.</i></li><li>● <i>Provide K-3 Professional Development on 95 Phonics Core Program, HMH Into Reading, The Creative Curriculum for Preschool-Pre-K</i></li><li>● <i>Weekly time built into the schedule where teachers meet to review data and plan for the following weeks (PLCs).</i></li><li>● <i>Training on phonemic awareness and phonics instruction.</i></li><li>● <i>Students share ownership of data using student data binders, and students track their data for multiple assessments.</i></li><li>● <i>Students set goals to increase data on multiple assessments.</i></li><li>● <i>Students engage in designated digital learning platforms to support foundational skills.</i></li></ul>
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"><li>● <i>Reading Materials: Read Well, HMH into Reading, 95 Phonics Core Program, Tier II materials</i></li><li>● <i>Haggerty Curriculum</i></li><li>● <i>Zoom Framework Materials</i></li></ul>
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"><li>● <i>Lack of time for training/implementation &amp; coverage for trainers: Due to the constraint within the master schedule to include all required content and different Tiers of instruction, it is challenging to implement a schedule to include training and implementation for</i></li></ul>



*all teachers and staff of instructional/SEL topics; administration and strategists will meet regularly to identify training needs, coverage possibilities, and solidify scheduling of specific PD/training. Monthly lessons will also be scheduled during staff meetings.*

- *Lack of Subs: We will utilize strategist/SOSA to cover classes whenever possible.*
- *Teacher buy-in: The administration or strategist will be present at or provide instruction during training(s)/PD, and teachers and staff will be involved in Action Teams such as Academic, Culture, and Leadership teams.*

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Learners: The ELL strategist will monitor ELL students and provide ongoing training and support to meet their needs.

Foster/Homeless: The school’s social-emotional support team, which includes the school-based counselor, social worker, and Community in Schools Liaison, will continue to monitor and support students on each caseload.

Free and Reduced Lunch: The school’s social-emotional support team, which includes the school-based counselor, social worker, and Community in Schools Liaison, will continue to monitor and support students on each caseload.

Migrant: The school’s social-emotional support team, which includes the school-based counselor, social worker, and Community in Schools Liaison, will continue to monitor and support students on each caseload.

Racial/Ethnic Minorities: The ELL strategist will monitor ELL students and provide ongoing training and support to meet their needs.

Students with IEPs: The Special Education team, specifically the school-based SEIF, will continue to monitor and ensure appropriate measures and instruction are in place to meet the students' needs.

## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>PLC documents, teacher feedback, and participation in meetings.</i>	<i>District-Wide Survey/School-Based Surveys</i>	<i>Observation of collaborative structures</i>
	<b>Areas of Strength:</b> All grade levels have established and adhered to common planning time.		



	<b>Areas for Growth:</b> Better understanding of how to scaffold Tier I instruction, how to differentiate instruction to include how and when to utilize small groups, one-on-one instruction, and how to spiral instruction.
<b>Problem Statement</b>	<i>Teachers are at a variety of levels of trust, competence, and willingness to collaborate in PLC meetings.</i>
<b>Critical Root Causes</b>	<i>Lack of collegial familiarity, lack of established norms for collaborative meetings, lack of time, lack of meaningful structure to make collaboration meaningful, and grade levels not accountable to the data.</i>

## Part B

Adult Learning Culture	
<p><b>School Goal:</b> A schoolwide survey of PLC meetings will show evidence of increased value of engagement with staff members based on self-reported scores from fall 2024 to spring 2025, measuring the purpose of PLC, trust levels, value of meeting time, and professional learning.</p>	<p><b>STIP Connection:</b> <i>All students have access to effective educators.</i></p>
<p><b>Improvement Strategy:</b> <i>Teachers will be provided a framework for PLC to help guide them in understanding the benefit of collaboration as it relates to teaching tier 1 instruction and better understanding the rigor of the state standards.</i></p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2</p>	
<p><b>Intended Outcomes:</b> <i>All teachers will participate in weekly PLC meetings with their grade levels.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>Survey staff on their feelings about the PLC process and its value and meaning for them. Share with the lead team so that adjustments can be made.</i></li> <li>● <i>Deliver PD on the purpose and structure of weekly PLC meetings.</i></li> <li>● <i>Monitor and attend weekly PLC meetings to help build understanding and capacity.</i></li> </ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● <i>Schoolwide norms and expectations</i></li> <li>● <i>Pre and Post Assessment</i></li> <li>● <i>Scheduled PLC time</i></li> <li>● <i>PLC forms are revised and distributed to grade levels.</i></li> </ul>	
<p><b>Challenges to Tackle:</b></p>	





- *Staff buy-in: Involve teachers and staff in the process of creating differentiated staff development, model/train teachers, and provide mini-coaching sessions.*
- *Available Time: Review the master calendar and schedule PD meetings during staff and Action Team meetings.*
- *Instructional Leader in all PLC meetings: The administration/strategist will hold regular strategy meetings to schedule leadership attendance at various meetings.*

**Improvement Strategy:** *Teachers will be given a framework to work from to facilitate more meaningful PLC meetings that help teach the Standards with the correct rigor.*

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2

**Intended Outcomes:** *Increased implementation of a collaborative process to better teach the standards.*

**Action Steps:**

- *Training Professional Learning Communities following the Plan step of the Teaching and Learning Cycle.*
- *Implementation of school action teams led by teachers to increase collaborative practices.*
- *Use of the school Lighthouse team to evaluate progress.*
- *Calendar the collaboration sessions.*
- *The administration will conduct frequent walk-throughs to determine if there is fidelity in the implementation of new learning.*
- *An Instructional Leader to be present in all PLC meetings (accountability)*

**Resources Needed:**

- *Time (complete the schedule, add them to the Martinez calendar; develop the trainings; planning for walk-throughs)*
- *Staffing (coverage for classroom teachers to ensure trainings can occur during prep, before school, and after school)*
- *School-wide systems (norms; expectations; forms)*
- *Survey data (to analyze to determine professional learning needs)*

**Challenges to Tackle:**

- *Time (complete the schedule, add them to the Martinez calendar; develop the training(s); planning for walk-throughs) : Administration and strategists will meet regularly to identify training needs, coverage possibilities, and solidify scheduling of specific PD/training(s). Monthly lessons will also be scheduled during staff meetings.*
- *Staffing (coverage for classroom teachers to ensure training(s) can occur during prep, before school, and after school): We will utilize strategist/SOSA to cover classes whenever possible.*
- *School-wide systems (norms; expectations; forms): Administration will provide notification, explanations, and training(s) in addition to involving teachers and staff in the development of these school-wide initiatives.*
- *Staff buy-in/burn-out: Administration will involve staff in determining committees/activities they will participate in and conduct regular check-ins with teachers/and staff they supervise.*



Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: ELL strategist will monitor ELL students and provide ongoing training and support to meet the needs of students.
Foster/Homeless: School's social emotional support team that include the school based counselor, social worker and Community in Schools Liaison will continue to monitor and support students on each case load.
Free and Reduced Lunch: School's social emotional support team that include the school based counselor, social worker and Community in Schools Liaison will continue to monitor and support students on each case load.
Migrant: School's social emotional support team that include the school based counselor, social worker and Community in Schools Liaison will continue to monitor and support students on each case load.
Racial/Ethnic Minorities: ELL strategist will monitor ELL students and provide ongoing training and support to meet the needs of students.
Students with IEPs: Special Education team, specifically the school based SEIF will continue to monitor and ensure appropriate measures and instruction is in place to meet the needs of the students.

### Inquiry Area 3 - Connectedness

#### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
	<i>Panorama survey</i> <i>CCSD climate survey</i> <i>MRA Survey</i> <i>School Attendance Data</i>	<i>Staff survey</i> <i>CCSD climate survey</i> <i>PLC Survey</i> <i>MRA Survey</i>	<i>CCSD climate survey</i> <i>Community survey</i> <i>MRA Survey</i>
<b>Data Reviewed</b>	<p><b>Areas of Strength:</b>            According to the 2022-2023 school data, 34.9% of fourth grade students were chronically absent and 29.5% of fifth grade students were chronically absent. Students participated in Find Your Voice Fridays where they explored extracurricular ideas and concepts in addition to regularly attending Leader in Me (LIM) classes where they learned 7 habits of highly effective students to encourage regular attendance and build positive relationships with peers and staff. Based on our Measurable Results Assessment (MRA) Spring 2023 data, on average, 79% of students believed positive relationships had been formed</p>		



	<p>which is an increase of 5% according to previous performance on the Spring 2022 MRA data. In addition, the Spring MRA data shows 71% of students have a high trust relationship with at least one teacher they feel comfortable with and connect to, and 83% of students believe they are provided with schoolwide and classroom opportunities that include them in decision making and grow their leadership competence. Further, mental health professionals (counselor, CIS) continue to provide classroom lessons on respect, dealing with conflict, and peer relationships. Individual, class and school-wide incentives are provided for attendance goals reached by students (classes).</p> <p><b>Areas of Strength:</b> The procedures (RPCs and consistent family communications) in place from the 2023-2024 school year effectively decreased chronic absenteeism by 32% to 15.8% at the end of the 2024 school year. Absenteeism by grade at the end of the 2023-2024 school year was as follows: kindergarten 20.4%, 1st-grade 18.9%, 2nd-grade 9%, 3rd-grade 11%, 4th-grade 19.2%, and 5th-grade 16%.</p> <p><b>Areas for Growth:</b> <i>Daily attendance, Tier I behavior interventions, and utilizing time daily to build meaningful relationships with students.</i></p>
<p><b>Problem Statement</b></p>	<p><i>Chronically absent students struggle to make connections with peers, build relationships, and struggle academically due to limited contact with instructional materials and strategically intended grouping. According to the 2022-2023 school data, the following demonstrate Martinez’s chronic absenteeism: Kindergarten 44.6%, first grade 42.1%, second grade 41.8%, third grade 43.1%, fourth 32.5%, and fifth 27.6%.</i></p> <p>According to the 2023-2024 school data, the following demonstrate Martinez’s chronic absenteeism: Kindergarten 20.4%, first grade 18.9%, second grade 9%, third grade 11.9%, fourth 19.2%, and fifth 16%.</p>
<p><b>Critical Root Causes</b></p>	<p>Residual effects of students not being in school on a regular basis in the past continue to have an impact on attendance and the ability to establish meaningful relationships with peers, teachers and staff.</p>

**Part B**

<p style="text-align: center;"><b>Connectedness</b></p>	
<p><b>School Goal:</b> <i>Maintain (or decrease) chronically absent students in grades K-5 at 15.8% by the end of the 2024-2025 school year as measured by the student attendance data.</i></p>	<p><b>STIP Connection:6</b> <i>All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i></p>
<p><b>Improvement Strategy:</b></p>	



*Regular and consistent two-way communication between the school and families to increase class attendance and foster student achievement.*

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Creating a Positive School Climate and Culture (3)*

**Intended Outcomes:** *Students in K- 2nd grades will show an increase in growth and achievement as well as a decrease in negative behaviors, due to regular school attendance.*

**Action Steps:**

- *Facilitate two-way communication with parents during such events as open house, parent connection meetings, and learning nights.*
- *Create a school-wide attendance expectations cheat sheet for teachers and staff.*
- *Develop and implement an attendance incentive system to recognize positive attendance occurring individually, class, and school wide.*
- *Establish regular check-ins with designated students by SEL Team.*
- *Implement school based celebrations to increase positive student perception about coming to school.*
- *Leader in Me Coaching Days to help improve staff ability to build and maintain student relationships to promote regular attendance.*
- *School SEL Team, Academic Action Team, and Lighthouse Team provide PD on relationship building and engagement strategies to promote positive attendance.*
- *Facilitate weekly Leader in Me (LIM) lessons in the specials rotation for K-5 grade to allow students time to focus on emotional regulation strategies, and leadership skills.*
- *School SEL Team and Lighthouse Team provide PD on emotional regulation and leadership skills.*
- *Leader in Me Coaching Days to help improve staff ability to regulate emotions and teach strategies to students.*
- *Ongoing LIM instruction in classrooms, Humanities, and SEL lessons.*
- *Implement school based celebrations to increase positive student perception about self and others.*

**Resources Needed:**

- *LIM coaching days*
- *Time for PD in day*
- *Student incentives*
- *Humanities instructor*
- *PD on working with difficult students*
- *LIM Curriculum*

**Challenges to Tackle:**

- *Teacher mindset on working with difficult students and building relationships: Implement school-wide climate/culture program to establish a common language based on the 7 Habits ideas and language.*
- *CCSD bus events that create ongoing issues with students: Implement an onboard/training for parents to promote understanding and importance of proper bus behavior to ensure a successful start to the school day.*
- *Parent/guardian negative mindset on attendance: Send notifications to families that explain the absenteeism/tardy policy, enlist the*



help of the Community in Schools (CSI) and counselor to reach out to parents regarding attendance issues, and create an incentive program for students/parents for reaching attendance goals.

**Improvement Strategy:** *Increase student attendance by establishing regular meeting time on the master calendar to foster relationships building, SEL, and Leadership skills.*

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4

**Intended Outcomes:**

*Staff will increase their relationship building skills through LIM strategies. Staff will support students in developing leadership and relationship building skills through positive encouragement for regular attendance and guidance from LIM strategies.*

**Action Steps:**

- *Create a master schedule that includes LIM Humanities positions for all K-5 Students.*
- *Identify on the Master Schedule daily time for LIM/relationship building lessons.*
- *Restructure Committees (Action Teams) to lead the work of the school in the areas of culture, academics, leadership. Including teacher leaders to lead the teams.*
- *Implement the Lighthouse Team to lead the school plan and initiative.*
- *Two LIM Coaching Days*

**Resources Needed:**

- *Time for lessons and Implementation*
- *Humanities teacher for LIM class.*
- *Training for classroom teachers to implement LIM.*

**Challenges to Tackle:**

- *Teacher Buy In: Involve staff in the process of creating the incentives that students/class will receive once attendance goal(s) are met.*
- *Cost of resources/incentives for positive attendance: Amend the student funds of the school budget plan to ensure funding for individual, class, and school-wide positive attendance incentives.*

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Learners: ELL strategist will monitor ELL students and provide ongoing training and support to meet the needs of students.

Foster/Homeless: School's social emotional support team that include the school based counselor, social worker and Community in Schools Liaison will continue to monitor and support students on each case load.

Free and Reduced Lunch: School's social emotional support team that include the school based counselor, social worker and Community in



Schools Liaison will continue to monitor and support students on each case load.

Migrant: School's social emotional support team that include the school based counselor, social worker and Community in Schools Liaison will continue to monitor and support students on each case load.

Racial/Ethnic Minorities: ELL strategist will monitor ELL students and provide ongoing training and support to meet the needs of students.

Students with IEPs: Special Education team, specifically the school based SEIF will continue to monitor and ensure appropriate measures and instruction is in place to meet the needs of the students.

#### COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Budget	\$3,352,220.61	<i>General Staffing of school staff and necessary support and supplies. This includes the funding of a full time counselor, Leader in Me Teacher, and Assistant Principal.</i>	All Goals
Title 1 Budget	\$251,075.00	Class Size Reduction teachers as well as Community in School's Liaison. Two Certified Temporary Tutors	All Goals
Title III Budget	\$13,530.00	Funds used to purchase reading foundational skills materials. (Read Well).	Goals 1 and 2
ELL PCFP	\$983,974.00	Replicate the Zoom Model.	Goals 1 and 2

