Clark County School District

Tom Williams ES

School Performance Plan: A Roadmap to Success

Tom Williams 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: Carrie Reasbeck
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Phone: 702-799-7179
School Designations: ☑ **Title I**   ☐ **CSI**   ☐ **TSI**   ☐ **TSI/ATSI**

Our SPP was last updated on 6/29/2023

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/tom_williams_elementary_school/2022/nspf/.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

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
Carrie Reasbeck [Williams, Tom ES]	**Principal(s)** *(required)*
Meredith Wallace (Assistant Principal)	**Other School Leader(s)/Administrator(s)** *(required)*
Sheree Royer(Teacher) Shannon Powell (Teacher) Amber Kennedy (SEL Strategist)	**Teacher(s)** *(required)*
Amy Johnson	**Paraprofessional(s)** *(required)*
Alma Vega Daniela Beltran Erendira Cortes	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*

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
SOT	1/24/2024	SOT discussed progress towards SPP and goals. Reviewed current data. Finalized Plan of Operation.
Coffee n' Conversation	1/8/2024	Monthly family meeting where parents are provided with the opportunity to give feedback and input on the SPP.

School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience 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**
Data Reviewed	*MAP, SBAC, STAR, WIDA, Imagine Learning,*	*District-wide survey, Panorama*	Classroom observations, PLC, Instructional Rounds, Math and ELA curriculum
	Areas of Strength: 47% of students met or exceeded their Fall 2022-Winter 2022 MAP Growth goal on one or more assessments.		
	Areas for Growth: increase student growth in all areas according to MAP and SBAC assessments.		
Problem Statement	*13% of all students are proficient in Math on the 2022 SBAC assessment according to 21-22 NSPF* *29.7% of all students are proficient in ELA on the 2022 SBAC assessment according to 21-22 NSPF* *AB219* *6% of EL students are proficient in Math on the 2022 SBAC assessment according to 21-22 NSPF* *11.3% % of EL students are proficient in ELA on the 2022 SBAC assessment according to 21-22 NSPF*		
Critical Root Causes	*The lack of rigorous research based material, lack of consistent implementation of the NVACS.* *Social Emotional learning and behaviors were impacted as a result of the pandemic and the lack of exposure to face to face interactions with peers and adults.* ***AB 219 Identification of Root Causes***		

	As evidenced by state assessment data and classroom observations, a root cause of low performance of English language learners in language proficiency and content achievement is that students lack consistent opportunities throughout the day for extended discourse on grade-level content. **AB 219 Plans to address Root Causes** *Tom Williams ES will provide professional learning focused on designing learning tasks for students that ensure reciprocal, academic discourse on grade-level content. Therefore, increasing the performance of English language learners in language proficiency and content achievement.*

Part B

Student Success	
School Goal: *Increase the percent of all students scoring above the 61st percentile in Math from 11% (fall) to 14% (winter) to 20% (spring) and **(AB 219 Attainable quantitative goal)** EL students from 4% (fall) to 7% (winter) to 12% (spring) as measured by MAP Growth Assessment. Therefore increasing all students' SBAC proficiency in Math from 13% to 18% and **(AB 219 Attainable quantitative goal)** EL students' SBAC proficiency in Math from 6.0% in 2022 to 11.0% in 2024.* *Increase the percent of all students scoring above the 61st percentile in ELA from 17% (fall) to 20% (winter) to 25% (spring) and **(AB 219 Attainable quantitative goal)** EL students from 8% (fall) to 8% (winter) to 13% (spring) by 2024 as measured by MAP Growth Assessment. Therefore increasing all students' SBAC proficiency in ELA from 24.5% to 29.5% and **(AB 219 Attainable quantitative goal)** EL students from 11.3% in 2022 to 16.3% by May 2024.*	**Aligned to Nevada's STIP Goal:** Goal 3-All students experience continued academic growth
Improvement Strategy: *All students will be engaged in rigorous, standards based Tier 1 instructions aligned to NVAC standards.* **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 3*	

Intended Outcomes: *Student SBAC score will increase.*

Action Steps:
- *Teachers will provide scaffolded, high quality Tier 1 instruction.*
- *Teachers will use high quality Tier 1 and Tier 2 resources.*
- *Teachers will identify and/or create common grade level assessments to use to monitor student learning.*
- *Admin will ensure the master schedule allows time for weekly PLC's.*
- *Admin will identify professional learning needs based on observational and instructional round data.*
- *Staff will attend district and site-based professional learning.*
- *Admin and staff will use multiple data sources (focusEd, MAP, WIDA, STAR, Imagine Learning, Common Grade Level formative and summative assessments, etc…) to identify students in need of differentiation to close skill gaps.*
- *Teachers will implement a Tier 2 instructional model for differentiated instruction.*
- *Admin and teachers will use data to regroup students quarterly in their intervention blocks.*

AB 219 Identification of action steps
- *Teachers will attend professional learning on best practices for instruction as identified through monthly instructional rounds (including: discourse structures, aligning tasks to standards, engagement strategies, Core content curriculum etc…) as a means of raising the level of academic rigor among ELL students (Responsible: Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists)(.*
- *Admin will conduct classroom observations and instructional rounds to monitor how and when teachers are implementing best practices for instruction that support language development using Core content curriculum. For example, students participating in grade level extended academic discourse on a daily basis (Responsible: Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists).*
- *Admin and/or learning strategists will provide coaching and feedback on instructional practices following observations and instructional rounds (Responsible: Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists).*
- *Measures of Academic Progress (MAP) Growth Assessment Data will be used to monitor the impact of the implemented strategies on student learning and achievement (Responsible: Tom Williams ES Administrators, ELLD Coordinator, teachers, and Learning Strategists).*

Resources Needed:
- Time to plan.
- Professional learning.
- Rigorous materials for Tier 1 and Tier 2 instruction. I.e. district/school-wide curriculum.
- Guest teachers for instructional walks and peer teacher observations/model lessons.
- Multiple sources of data (SBAC, MAPS, WIDA, common formative and summative assessments).
- *District ULD professional learning to support the high ELL population at Tom Williams.*

Challenges to Tackle:
- Time for teacher professional learning; Admin allocated budget funds to pay for prep buy-out to allow for professional learning.
- Time to plan and analyze data; Admin allocated budget funds to pay for prep buy-out to allow for professional learning.
- Teacher implementation of Tier I curriculum; administration and/or strategists will schedule professional learning on the use of Tier I materials and/or model the use of the materials during staff meetings and professional learning.
- Accountability for small group instruction; administration and/or learning strategists will provide professional learning for small group instruction and observe and coach teachers around implementation.
- Guest teacher availability; Admin allocated budget funds to pay for prep buy-outs and extra-duty pay.

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

In addition to the school wide goal and considered equity supports, Tom Williams ES has adopted the following Student Success Action Plan in alignment to AB 219:

AB 219 Data Reviewed
> *ELL ELA Proficiency: 10.5%*
> *ELL Math Proficiency: 7.8%*
> *ELL WIDA Met AGP: 32 %*

AB 219 Student Success Root Causes: As evidenced by SBAC and WIDA assessments, the problem is that English language learners are performing in the bottom 30th percentile in the state. A root cause of low performance of English language learners in language proficiency and content achievement is due to students lacking consistent opportunities throughout the day for extended discourse on grade-level content. Students need opportunities to be engaged with discourse aligned with the standards in Tier I instructional materials.

AB 219 Student Success Goals:
- **Mathematics Summative Assessment**
  - Increase the percent of ELLs proficient in Math from 7.8% to 13% by 2024, as measured by SBAC Math.
- **Language Arts Summative Assessment**
  - Increase the percentage of ELLs proficient in ELA from 10.5% to 15.5% by 2024, as measured by SBAC ELA.
- **Language Summative Assessment**
  - Tom Williams ES will increase the percentage of ELLs meeting AGP, as measured by ACCESS, from 32% to 37% by May 2024.

AB 219 Student Success Improvement Strategy: HMH, Into Reading and 95 Phonics Core Program

AB 219 [Evidence Level](#) (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: HMH, 4 and 95 Phonics Core, 1*

AB 219 Student Success Action:
- **Action Step [1]:** *Teachers will attend professional learning on best practices for instruction as identified through instructional rounds (including: discourse structures, aligning tasks to standards, engagement strategies, Core content curriculum etc…) as a means of raising the level of academic rigor among EL learners. (Responsible: Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists).*
    - **Monitoring Plan:** Professional learning will be provided at least three times per academic year, based on observation data.
    - **Person Responsible:** Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists
- **Action Step [2]:** *Admin will conduct classroom observations and instructional rounds to monitor how and when teachers are implementing best practices for instruction that support language development using Core content curriculum. For example, students participating in grade level extended academic discourse on a daily basis (Responsible: Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists).*
    - **Monitoring Plan:** Tom Williams ES administration, leadership team, and/or ELLD Coordinator will conduct a minimum of monthly observations and/or instructional rounds.
    - **Person Responsible:** Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists
- **Action Step [3]:** *Administration and/or learning strategists will provide coaching and feedback on instructional practices following observations and instructional rounds (Responsible: Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists).*
    - **Monitoring Plan:** Tom Williams ES administration and leadership team will provide feedback on observations and/or instructional rounds at a minimum monthly.
    - **Person Responsible:** Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists
- **Action Step [4]:** *Measures of Academic Progress (MAP) Growth Assessment Data will be used to monitor the impact of the implemented strategies on student learning and achievement (Responsible: Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists).*
    - ***Monitoring Plan:*** *MAP data analysis will occur three times per year at the conclusion of each testing window (fall, winter, and spring).*
    - ***Person Responsible:*** Tom Williams ES Administrators, ELLD Coordinator, teachers, and Learning Strategists

AB 219 Student Success Professional Learning
- **Professional Learning for:** *Teachers will need additional professional learning on the implementation of HMH and 95 Phonics Core Program to support high quality instruction to meet the needs of all EL learners.*

English Learners: Collaborate with Language Learning Strategist (LLS) and RBG3 Strategist to ensure classroom support (EL strategies/Zoom) prek-3 experience growth towards ELA proficiency as measured by a variety of assessments. Team will utilize WIDA data and indicators to plan for professional learning. Utilization of the strategies presented in the ULD training. Title III money will be utilized to fund CTT's to support Tier 2 instruction during grade level intervention blocks.

Foster/Homeless: Counselor, CIS, and Safe Schools Professional will collaborate with the classroom teacher and work with families to support their academic learning. Students will be supported with services and resources as needed to ensure they have what they need (Caresolace, The Harbor, transportation, clothing, supplies, food etc).

Free and Reduced Lunch: Counselor, CIS, and Safe Schools Professional will collaborate with teachers, students and families to provide wrap-around services as needed.

Migrant: NA

Racial/Ethnic Minorities: Staff will collaborate to review data for racial/ethnic student groups.

Students with IEPs: Collaborate with SEIF, Counselor, Special Ed, and Gen Ed teachers to understand grade level NVACS as well as inclusive practices across the Special Education continuum through the use of Special Education PLC's and collaboration with inclusion teachers.

Inquiry Area 2 - Adult Learning Culture

Part A

	Adult Learning Culture		
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	*Observation data* *Teacher evaluations*	Leadership team meetings Admin calibration meetings/observations	Behavior Data PLC meetings Grade level planning Professional Learning
	Areas of Strength: staff climate and willingness to work to support students		
	Areas for Growth: Classroom management structures; tasks aligned to standards/rigorous Tier 1 instruction		
Problem Statement	Teachers lack time to unwrap standards, collaborate with their grade levels to analyze multiple measures of data, and plan for high-quality Tier 1 and Tier 2 instruction.		
Critical Root Causes	The lack of understanding of vertical alignment, rigor/tasks aligned to standards, and grade level expectations (NVACS). Teachers must scaffold and provide skill-gap support while also providing enrichment for the students who have already demonstrated mastery of grade level standards. Understanding the benefits and components of PLC's.		

Part B

Adult Learning Culture	
School Goal: *Teachers will increase the number of PLC meetings analyzing data from 25% to 50% by May 2024 as measured by the master calendar and PLC meeting notes and observations.*	**STIP Connection: 2-** All students have access to effective educators
Improvement Strategy: The leadership team will implement structures and provide clear expectations for collaborative PLC meetings. B) The	

staff will engage in high-quality PLC meetings following the teaching and learning cycle.
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2

Intended Outcomes: Teachers will provide purposeful, differentiated, Tier 1 and Tier two whole and small group instruction.

Action Steps:
- Admin will provide professional learning to staff on data-based, differentiated instruction.
- Admin will provide professional learning to staff on data-based, Tier 1 and Tier 2 instruction.
- Admin will provide time for teachers to analyze data and purposefully plan for Tier 1 and Tier 2 instruction.
- The stall will continue to refine PLC structures to ensure rigorous Tier 1 instruction and teacher pedagogy.
- *Admin and staff will use multiple data sources (focusEd, MAP, WIDA, STAR, Imagine Learning, Common Grade Level formative and summative assessments, etc…) to identify students in need of differentiation, acceleration, and or reteaching to close skill gaps.*

Resources Needed:
- An expert facilitator for professional learning.
- Time to plan and analyze data.
- Time to provide teacher training.
- Guest teachers for instructional walks, professional learning, and peer to peer observations.
- PLC template to guide collaborative conversations and track unwrapping of standards, data, instructional plans, etc…

Challenges to Tackle:
- Time:
    - to provide professional learning; admin allocated budget funds to pay for prep buy-outs and extra-duty pay to allow for professional learning outside of contracted time.
    - for instructional walks with the lead team and teachers; admin allocated budget funds to pay for prep buy-outs and schedule time to allow teachers to be outside of their classrooms.
    - for planning/PLC's; admin allocated budget funds to pay for prep buy-outs and extra-duty pay to allow for planning outside of contracted time.
    - to plan and create materials and common grade level assessments; admin allocated budget funds to pay for prep buy-outs and extra-duty pay.
- Teacher buy in and implementation; admin and strategists will model the use of PL strategies during staff meetings and professional learning.
- Guest teachers to cover classrooms for peer observations and instructional rounds; admin allocated budget funds to pay for prep buy-outs to cover classes.

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

In addition to the school wide goal and considered equity supports, Williams ES has adopted the following Adult Learning Culture Action Plan in alignment to AB 219
AB 219 Data Reviewed

Observation data
Teacher evaluations
PLC meetings

AB 219 Adult Learning Culture Root Causes: As evidenced by classroom and PLC observation data, the problem is that teachers lack time to unwrap standards, collaborate with their grade levels to analyze multiple measures of data, and plan for high-quality Tier 1 and Tier 2 instruction for EL learners. A root cause of low performance of English language learners in language proficiency and content achievement is due to teachers' lack of time to unwrap standards, collaborate with their grade levels to analyze multiple measures of data, and plan for high-quality Tier 1 and Tier 2 instruction. The lack of understanding of vertical alignment, rigor/tasks aligned to standards, and grade level expectations (NVACS). Teachers must scaffold and provide skill-gap support while also providing enrichment for the students who have already demonstrated mastery of grade level standards. Understanding the benefits and components of PLC's. Students need teachers that are familiar with the curriculum and best practices for planning and instruction.

AB 219 Adult Learning Culture Goal:
- **Professional Learning and Collaboration**
  - Teachers will increase the number of PLC meetings analyzing data from 25% to 50% by May 2024 as measured by the master calendar and PLC meeting notes and observations.

AB 219 Adult Learning Culture Improvement Strategy: Tom Williams ES will continue to refine PLC structures to ensure rigorous Tier 1 instruction and teacher pedagogy designed to provide access to Core content for EL learners.

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2

AB 219 Adult Learning Culture Action:
- **Action Step [1]:** Administrators will provide PLC and collaboration time for teachers to analyze data and purposefully plan for Tier 1 and Tier 2 instruction.
  - **Monitoring Plan:** Weekly as outlined by the master calendar.

- ○ **Person Responsible:** Administrators
- ● **Action Step [2]:** Administrators and staff will use multiple data sources (focusEd, MAP, WIDA, STAR, Imagine Learning, Common Grade Level formative and summative assessments, etc…) to identify students in need of differentiation, acceleration, and or reteaching to close skill gaps.
  - ○ **Monitoring Plan:** Bi-monthly as indicated on PLC agendas.
  - ○ **Person Responsible:** Teachers, Administrators, and learning strategists

English Learners: Students will be provided language-rich scaffolded support in Tier I and Tier 2 instruction. This will be observed through instructional rounds and classroom observations. Supports for these students will be included during planning time.

Foster/Homeless: Students will be provided language-rich scaffolded support in Tier I and Tier 2 instruction. This will be observed through instructional rounds and classroom observations. Supports for these students will be included during planning time.

Free and Reduced Lunch: Students will be provided language-rich scaffolded support in Tier I and Tier 2 instruction. This will be observed through instructional rounds and classroom observations. Supports for these students will be included during planning time.

Migrant: NA

Racial/Ethnic Minorities: Students will be provided language-rich scaffolded support in Tier I and Tier 2 instruction. This will be observed through instructional rounds and classroom observations. Supports for these students will be included during planning time.

Students with IEPs: Students will be provided language-rich scaffolded support in Tier I and Tier 2 instruction. This will be observed through instructional rounds and classroom observations. Supports for these students will be included during planning time.

Inquiry Area 3 - Connectedness

Part A

	Connectedness		
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	*focusEd, Infinite Campus*	focusEd, Infinite Campus, staff meetings, teacher classroom data	focusEd, Infinite Campus
	Areas of Strength: chronic absenteeism decreased from 43.1% in 21-22 to 36.6% 22-23.		
	Areas for Growth: continue to decrease the number of chronically absent students in 23-24.		
Problem Statement	36.6% of students at Tom Williams were chronically absent according to 2022-2023 FocusEd data.		
Critical Root Causes	Lack of parental awareness of the impact of attendance on student performance. Lack of parental awareness on when it is necessary to keep children home for illness vs. when to bring them to school.		

Part B

Connectedness	
School Goal: Decrease chronic absenteeism from 37% in 2022-2023 to 32% in 2023-2024 as measured on FocusEd.	**STIP Connection:** *6 – All students and adults work together in safe environments where identities and relationships are valued and celebrated.*
Improvement Strategy: *(A.) The school support team will clearly outline attendance expectations to all families. (B.) Letters will be sent out monthly to notify parents of students that are currently chronically absent. Admin will provide professional learning to staff. (C.) Attendance meetings will be held to educate and engage families about the impact of attendance on achievement.* **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 4*	

Intended Outcomes: Decrease the number of chronically absent students.

Action Steps:
- The school support team will educate parents about the impact of attendance on achievement.
- The school support team will refine systems for notifying parents of current attendance status.
- Administration will conduct attendance meetings with parents that have chronically absent students.
- The school support team will identify reasons for chronic absenteeism and provide supports to families with high absenteeism rates.

Resources Needed:
- Systems/team to monitor absenteeism data.
- Plan for meeting with families
- Cooperation from families with high absenteeism rates.

Challenges to Tackle:
- Increasing parental awareness of the significance of attendance on instruction; attendance team and/or admin will communicate the importance of consistent attendance and its impact on instruction.
- Parents neglecting their obligation to bring their children to school; admin will refine their process of conducting parental attendance meetings and providing support to families struggling with attendance.
- Lack of consequences for parents that continually fail to bring their children to school; the attendance team will create a process to incentivize parents to bring their children to school.

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

Connectedness Action Plan in alignment to AB 219
AB 219 Data Reviewed
    Chronic Absenteeism

AB 219 Connectedness Root Causes: As evidenced by data in FocusEd and Infinite Campus the problem is 26.9% of students at Tom Williams were chronically absent according to 2022-2023 FocusEd data. A root cause of low performance of English language learners in language proficiency and content achievement is due to a lack of parental awareness of the impact of attendance on student performance. The lack of parental awareness on when it is necessary to keep children home for illness vs. when to bring them to school. Students and parents/guardians need to be informed on the instructional impact of being chronically absent.

AB 219 **Connectedness Goals:**
- Chronic Absenteeism/Behavior
  - Decrease chronic absenteeism from 26.9% in 2022-2023 to 20% in 2023-2024 as measured on FocusEd.

AB 219 **Connectedness Improvement Strategy:** (A.) The school support team will clearly outline attendance expectations to all families. (B.) Communities in Schools staff will send letters out monthly to notify parents of students that are currently chronically absent. Administrators will provide professional learning to staff. (C.) Attendance meetings will be held to educate and engage families about the impact of attendance on achievement and connect families with wraparound services.

AB 219 **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): CIS, 3 and Wraparound Services, 4

AB 219 **Connectedness Action**
- **Action Step [1]:** The school support team will refine systems for notifying parents of current attendance status. Administration will conduct attendance meetings with parents that have chronically absent students.
  - **Monitoring Plan:** Attendance data will be analyzed weekly.
  - **Person Responsible:** Clerk, CIS, Administration, MTSS team

AB 219 **Connectedness Professional Learning**
- **Professional Learning for parents/guardians:** through monthly Parent Meetings as provided by FACES, parents learn about the impact of chronic absenteeism.

English Learners: The school will provide a culturally inclusive and welcoming school environment that recognizes and respects the diverse backgrounds of English language students and their families. Students will be provided language-rich scaffolded support in Tier I and Tier II instruction for academics, behavior, and attendance. This will be observed through instructional rounds, classroom observations, and monitoring school-wide attendance data. Supports for these students will be included during planning time. Families who are not native English speakers will be provided a translation in their home language whenever possible. Paper versions of the family surveys will be provided in the front office.

Foster/Homeless: The school will coordinate with social workers, counselors, or other wrap-around services to provide assistance to students and families in need. The school will collaborate with community organizations to ensure students and families have transportation. We ensure the students have access to necessary school supplies, clothes, and other materials to support their academic engagement. School counselor, social worker, and CIS will offer support to address the emotional and social needs of the students and their families. Students will be provided language-rich scaffolded support in Tier I and Tier II instruction for academics and behavior. This will be observed through instructional rounds and classroom observations. Supports for these students will be included during planning time. Families who are not native English speakers will be provided a translation in their home language whenever possible. Paper versions of the family surveys will be provided in the front office.

Free and Reduced Lunch: Students will be provided with free breakfast and lunch daily. Select students and families will also be provided with weekend food backpacks through a community partnership. Students will be provided language-rich scaffolded support in Tier I and Tier II instruction for academics and behavior. This will be observed through instructional rounds and classroom observations. Supports for these students will be included during planning time. Families who are not native English speakers will be provided a translation in their home language whenever possible. Paper versions of the family surveys will be provided in the front office.

Migrant: NA

Racial/Ethnic Minorities: Teachers will implement culturally responsive teaching strategies that recognize and value the cultural backgrounds and identities of all students. Students will be provided language-rich scaffolded support in Tier I and Tier II instruction for academics, behavior, and attendance. This will be observed through instructional rounds, classroom observations, and monitoring school-wide attendance data. Supports for these students will be included during planning time. Families who are not native English speakers will be provided a translation in their home language whenever possible. Paper versions of the family surveys will be provided in the front office.

Students with IEPs: The school will involve the student, their family, and the IEP team in collaboratively planning to address areas of attendance concerns. Students will be provided language-rich scaffolded support in Tier I and Tier II instruction for academics and behavior. This will be observed through instructional rounds and classroom observations. Supports for these students will be included during planning time. Families who are Spanish speaking will be provided a translation in Spanish whenever possible. Paper versions of the family surveys will be provided in the front office.

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 Fund	$5,135,121	Staffing; Supplies; SLA's; prep buy-outs; extra duty pay; CTTs; 19 extra minutes of instructional time; Prep-buyouts; Add-on days for learning strategists to return prior to the start of their contract to deliver PD	Student success Adult Learning Culture Connectedness
Title I	$338,010	CIS; Class-size reduction teachers; supplies; PISA	Student success Adult Learning Culture Connectedness
Title III	$22,176.00	CTT	Student Success
ESSER III (23-24)	$0		
EL Funding (weighed)	$682,318	Licensed Staff (learning strategist; gen-ed teachers) Support Staff (tutors);	Student Success Adult Learning Culture
At Risk	$68,941	Class-size reduction teacher	Student Success