



Clark County School District

Edwards Elementary

School Performance Plan: A Roadmap to Success

Edwards 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: Emily Petosa [Edwards ES]

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School Designations: ☒ Title I ☐ MRI ☐ CSI ☐ TSI ☐ ATSI

Our SPP was last updated on 11/21/24



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/elbert_b._edwards_elementary_school/2024/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
Emily Petosa [Edwards ES]	Principal(s) (required)
Christine Savino [Edwards ES]	Other School Leader(s)/Administrator(s) (required)
Cathy Rhodes, Audrey Heintz, Tyree Peterson, Anthony Serpas, Jennifer Couvillier [Edwards ES] , Marie Sauliner. Beau Budde	Teacher(s) (required)
Sharon Ellis, Pam Wells	Paraprofessional(s) (required)
Larry Agunday , Sheena Jennings	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
School Staff Meeting:(to ensure new staff are included)	8/2/2024	Reviewed spring data with staff and the SPP: Roadmap school goals and improvement strategies. Reviewed action plan for a continuous improvement effort.
School Staff Meeting	5/3/2024	Reviewed spring data with staff and the SPP: Roadmap school goals and improvement strategies. Reviewed action plan for a continuous improvement effort.
Lead Team	1/3/24, 1/24/24, 5/7/2024, 6/4/2024, 6/25/2024	-Growth is always a celebration, how do we support the fact that students need to make 2x the growth to catch up with peers?
Results Week	9/22/2024	Discussed NSPF data with the school community. Solicited input and feedback on school improvement initiatives.
School Organizational Team (SOT)	9/22/2024	SOT discussed progress towards SPP: Roadmap goals and continued improvement strategy efforts. Advice and feedback were solicited to inform decisions about SPP: Roadmap revisions.
School Organizational Team (SOT)	1/18/24, 1/25/2024, 5/9/2024	SOT discussed progress towards SPP: Roadmap goals and continued improvement strategy efforts. Advice and feedback were solicited to inform decisions about SPP: Roadmap revisions.



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	SBAC, WIDA, MAP	IC Behavior Events, Counselor Logs, Boys Town logs	Classroom observations, Vertical Alignment meetings, Data meetings, walk-throughs, School Success Squad Meetings
	<i>Areas of Strength: Students are making growth: 55% of our 1st-grade students met/exceeded their growth goal in ELA and 47% of 4th-grade students met/exceeded their growth goal.</i> <i>Math growth was an overall area of strength school-wide, 70% of our kindergartners met/exceeded their growth goals, 74% of our 4th grade students met/exceeded their growth goal</i>		
	<i>Areas for Growth: During the 23-24 school year, third-grade students struggled to meet both proficiency and growth goals in ELA and in Math. 39% of our 3rd graders met or exceeded their growth goals in ELA and 42% of 3rd graders met/exceeded their growth goals in ELA</i>		
Problem Statement	Overall ELA proficiency is low. Students who are not proficient in ELA will continue to fall behind because reading knowledge builds upon previous understanding. The following are the percent of students at Edwards ES above the 60th percentile on the 2024 Spring MAP assessment (60th percentile most closely aligns with proficiency): K – 21%, 1st – 32%, 2nd – 18%, 3rd – 19%, 4th – 21%, 5th – 16%.		
Critical Root Causes	<i>School-wide, Differentiated Tier I is not purposefully planned with flexible groups aligned with HMH.</i>		



Part B

Student Success	
School Goal: Increase the percentage of students meeting/exceeding growth projections in reading from 43.5% to 48.5% (Spring 2025) and in Math from 57.27% to 62% (Spring 2025) as measured by MAP Growth Assessments.	Aligned to Nevada's STIP Goal: 2/3/5/6
Improvement Strategy: <i>Teachers will engage in the PLC/Teaching and Learning Cycle, focusing on Planning and Respond/Reteach. All students will engage in high-quality standard-based Tier I instruction with a clear focus on Differentiated Tier I.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4/3	
Intended Outcomes: <i>As a result of effective planning as well as reteaching during Differentiated Tier I, students will meet their intended growth goals on Maps as well as their proficiency goals on statewide assessments</i>	
Action Steps: • Admin/Strategist/Lead Team will create a process for effective lesson planning specifically for Differentiated Tier I • TW utilize Tier I adopted materials: Rigby Lesson Library for ELA and enVisions Math • TW follow the master schedule aligned to the allocated minutes for each subject • PLC meetings will follow the Teaching and Learning cycle utilizing the Comprehension Checklist/Topic Overview, Analyzing Student work to determine student needs and flexible groupings. • Once T has identified their flexible groups, TW identify the most appropriate materials to utilize to respond/reteach • Admin will utilize the coaching/feedback cycle during scheduled and unscheduled observations to align instruction with CCSD Tier I expectations and focus on Differentiated Tier I	
Resources Needed: <i>To create a process for effective lesson planning</i> • Adopted Tier Curriculum • CCSD PLC process/protocol • Comprehension Checklist/Topic Overview • CCSD Tier I expectations • QTEL 3 moments in a lesson • High-leverage Instructional strategies and practices	

**Challenges to Tackle:**

- *Balance of LETRS Professional Development and Planning*
- *Mid Shift for educators to go from skill-based instruction to a spiraling curriculum.*
- *Flexible Groupings- especially supporting teachers' understanding of how students can move in and out of groups based on deficits*
- *Time*

Solutions, administration, and strategists will provide PL in the morning to support teachers with creating and maintaining flexible groupings throughout the year focused on formative data.

Improvement Strategy: *PLC meetings will follow the Teaching and Learning cycle utilizing the Comprehension Checklist/Topic Overview, Analyzing Student work to determine student needs and flexible groupings. TW utilize the "Action Step" document to plan Differentiated Tier I with flexible groups aligned to HMH.*

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

Intended Outcomes: *As a result of effective Differentiated Tier I planning, students will meet their intended growth goals on Maps as well as their proficiency goals for statewide assessments*

Action Steps:

- PLC meetings will occur weekly and follow the Teaching and Learning cycle utilizing the Comprehension Checklist/Topic Overview, Analyzing Student work to determine student needs and flexible groupings.

Resources Needed:

- *Admin*
- *CCSD PLC Process*
- *QTEL-3 moments in a lesson*
- *CCSD Tier I expectations*
- *Tier I Curriculum and Materials*
- *Comprehension Checklist/enVisions Topic Overview*

Challenges to Tackle:

- *Balance of LETRS Professional Development and Planning*
- *Mid Shift for educators to go from skill-based instruction to a spiraling curriculum.*
- *Flexible Groupings- especially supporting teachers understanding of how students can move in and out of groups based on deficits*
- *Time*

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



In addition to the schoolwide goal and considered [equity supports](#), we have adopted the following Student Success Action Plan in alignment with Assembly Bill (AB) 219

AB 219 Data Reviewed

English Learner (EL) English Language Arts (ELA) Proficiency: 12.8%

EL Mathematics Proficiency: 10.8%

EL WIDA Met AGP: 38.5%

AB 219 Student Success Root Causes: As evidenced by (SBAC, WIDA ACCESS, and NSPF), the problem is ELs are performing in the bottom 30th percentile in the state. A root cause of the low performance of ELs in language proficiency and content achievement is due to the lack of intentionally planned opportunities for students to engage in consistent student-to-student academic discourse, and struggle to engage in grade-level texts.

AB 219 Student Success [Goals](#):

- **Mathematics Summative Assessment**
 - Increase the percentage of ELLs proficient in math from 10.8 % to 15% as measured by SBAC.
- **ELA Summative Assessment**
 - Increase the percentage of ELLs proficient in ELA from 12.8 % to 15% as measured by SBAC.
- **Language Summative Assessment**
 - Edwards ES will increase the percentage of ELLs meeting AGP, as measured by ACCESS, from 38.5 % to 42%

AB 219 Student Success Improvement [Strategy](#): Kagan, Reading Skill Center, LETRS

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

Kagan Level 2, LETRS Level 3

AB 219 Student Success Action

- **Action Step [1]:** Create a process for effective lesson planning that purposefully plans for consistent student-to-student academic discourse using a step-by-step guide incorporating specific language supports for ELLs, leveraging the Purposeful planning template: QTEL
 - Monitoring Plan: Monthly Tier I Monitoring Tool
 - Person Responsible: Administration and Language Learner Strategist
- **Action Step [2]:** The Language Learner strategist will implement an EL Reading Skills Center utilizing Flying Start to Literacy and 95 Phonics Core Program to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development for EL students.
 - **Monitoring Plan:** Monthly, Fast Bridge- Nonsense word fluency
 - **Person Responsible** Language Learner Strategist, CTT



- **Action Step [3]:** Utilizing LETRS (Language Essentials for Teachers of Reading and Spelling) for EL students with a language focus, planning specific scaffolds for English learners such as utilization of 95% chip kits and elkonin boxes.
 - **Monitoring Plan:** Staff Development Day- Online Learning platform, Fast bridge data
 - **Person Responsible:** Administration, Read by Three Strategist

AB 219 Student Success Professional Learning

- **Professional Learning [1] for teachers:** *What professional learning does the site need around Connectedness for EL students?*
 - Provide professional learning on purposefully planning academic discourse structures for ELLs using the QTEL template.
- **Professional Learning [2] for [Language Learner Strategist and Support Professional]:** *What professional learning does the site need around Connectedness for EL students?*
 - Provide LLS with ongoing professional learning and coaching on the RSC Approach, formative assessments, and embedding the four domains (speaking, writing, reading, and listening) in 30-minute RSC lessons.
- **Professional Learning [3] for [teachers] :** *What professional learning does the site need around Connectedness for EL students?*
 - Teachers will complete LETRS (Language Essentials for Teachers of Reading and Spelling) to support their understanding of the language development of EL students.

English Learners: Zoom Reading Center, New to Country Tier II Groups. Implement a Reading Skills Center to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development.

Foster/Homeless: Boys Town, School Counselor

Free and Reduced Lunch: Tier II Groups with RBG3 strategist, Parent Academies

Migrant: n/a

Racial/Ethnic Minorities: Tier II Groups with RBG3 strategist, Parent Academies

Students with IEPs: Sped teachers involved in the collaboration of effective lesson planning to meet student needs

English Learners:

- The learning strategist will implement a Reading Skills Center to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development.
- Title III funding will provide a CTT to support students with literacy through daily instruction in phonics, fluency, vocabulary, reading



comprehension, and language development.

Foster/Homeless:

- The school counselor and Boys Town School Support Specialist will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.
- The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress.

Free and Reduced Lunch:

- Licensed and support staff will provide opportunities for after-hour tutoring
- Title I funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered interventions and acceleration.

Migrant: n/a

Racial/Ethnic Minorities:

- Utilize a language learner specialist to provide tiered interventions and acceleration for students.

Students with IEPs:

- Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications.
- Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Survey Results: Grade Level	Lead Team Meetings, Data Meetings: Vertical Alignment meetings	Lead Team, SOT, Vertical/Data Meetings
	<i>Areas of Strength: 2nd, 3rd, and 5th grade teachers participated in a "Fish Bowl" lesson model. Teachers were able to observe a lesson which resulted in teachers gaining a further understanding of the Tier I programs, and engagement strategies for</i>		



	<i>students as well as enhanced the team's collaborative planning process.</i> <i>Areas for Growth: Kinder, 1st, and 4th-grade teachers did not have the opportunity to engage in the "Fish Bowl" modeled lesson experience hindering the opportunity for these teams to gain a further understanding of the Tier I programs, and engagement strategies and improve their team's collaborative planning process.</i>
Problem Statement	<i>There is a lack of understanding around high-leverage instructional strategies, specifically when, where, and why a strategy should be chosen.</i>
Critical Root Causes	<i>Knowing where to put a teacher's expertise in the Tier I adopted programs.</i>

Part B

Adult Learning Culture	
School Goal: Increase the percentage of licensed teachers who will participate in 'Observe Me' from 31% to 100% <i>by the end of the 24-25 school year</i>	STIP Connection: 2/3/5/6
Improvement Strategy: <i>All teachers will utilize the "Observe Me" Google form</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4/3	
Intended Outcomes: <i>Teachers will understand when, where, and why an instructional strategy should be chosen.</i>	
Action Steps: • Admin will model "Observe Me" • TW create goals for "Observe Me" • TW post goals and QR code for Google form outside their doors • TW observe other T and complete the Google form • TW begin to utilize new instructional strategies in their lessons	
Resources Needed: • "Observe Me" Google form • "Observe Me" QR Code	



Challenges to Tackle: • <i>Being comfortable in providing and receiving feedback from colleagues</i> • <i>Time</i> Solutions, administration, and strategist will model how to provide constructive feedback to colleagues based on their goals. The administration and Strategist will also set up all the necessary items (QR codes, forms, etc) to make it quick and easy for teachers.
Improvement Strategy: <i>All teachers will utilize the “Observe Me” Google form</i>
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4/3
Intended Outcomes: <i>Teachers will understand when, where, and why an instructional strategy should be chosen.</i>
Action Steps: Admin will model “Observe Me” • TW create goals for “Observe Me” • TW post goals and QR code for Google form outside their doors • TW observe other T and complete the Google form • TW begin to utilize new instructional strategies in their own lessons
Resources Needed: • “Observe Me” Google form • “Observe Me” QR Code
Challenges to Tackle: • <i>Being comfortable in providing and receiving feedback from colleagues</i> • <i>Time</i> Solutions, administration, and strategist will model how to provide constructive feedback to colleagues based on their goals. The administration and Strategist will also set up all the necessary items (QR codes, forms, etc) to make it quick and easy for teachers.
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
In addition to the schoolwide goal and considered equity supports, we have adopted the following Adult Learning Culture Action Plan in alignment with AB 219 AB 219 Data Reviewed <i>Classroom Observations, Tier I Monitoring Tool</i>



AB 219 Adult Learning Culture Root Causes: As evidenced by observations, the problem is teachers are carrying the cognitive load and EL students are not driving their own learning. There is a lack of opportunity for consistent student-to-student academic discourse for our EL students.

AB 219 Adult Learning Culture Goals:

Increase the percentage of licensed teachers who will participate in 'Observe Me" from 31% to 100% by the end of the 24-25 school year

- **Instructional Materials:** Google Form, NEPF-Standard 3
- **Instructional Design and Delivery:** NEPF-Standard 3
- **Professional Learning and Collaboration:** Participation in #ObserveMe Google Form

AB 219 Adult Learning Culture Improvement Strategy: Kagan, HMH Into Reading K-5, enVisionMathematics Common Core 2020, Amplify Science

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

AB 219 Adult Learning Culture Action

- **Action Step [1]:** Provide monthly data check-ins to the Grade Levels and opportunities for teachers to share reflection and implementation ideas to support discourse for their EL learners.
 - **Monitoring Plan:** Monthly Google Form
 - **Person Responsible:** Administration, Licensed Teachers

AB 219 Adult Learning Culture Professional Learning

Professional Learning for Teachers: Based on Google form, teachers are carrying the cognitive load and EL students are not driving their own learning. There is a lack of opportunity for consistent student-to-student academic discourse for our ELL students. As a result, professional development will be provided on NEPF Standard 3 and modeling discourse structures for EL students.

English Learners:

- Weighted funding will be used to provide site-specific professional learning focused on effectively planning instruction to support English language learners.

Foster/Homeless:

- The school counselor and Boys Town School Support Specialist will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.



- The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress.

Free and Reduced Lunch:

- Licensed and support staff will provide opportunities for after-hour tutoring
- Title I funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered interventions and acceleration.

Migrant: n/a

Racial/Ethnic Minorities:

- Utilize a language learner specialist to provide tiered interventions and acceleration for students.

Students with IEPs:

- Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications.
- Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.
- LETRS focuses on supporting struggling readers and misunderstandings.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Survey Results	Survey Results	SOT, Family Event Participation
	Areas of Strength: During the 2023-2024 school year, chronic absenteeism decreased to 31.7%		
	Areas for Growth: Kindergarteners have the highest percentage of students chronically absent.		
Problem Statement	Families do not understand the educational impact that occurs when students are absent from school, specifically chronically absent.		
Critical Root Causes	Lack of staff to perform routine home visits. Lack of a clearly defined protocol for identifying students who are trending to be chronically absent.		

Part B

Connectedness	
School Goal: Decrease the number of chronically absent students from 31.7% in Spring 2024 to 25% by March 2025.	STIP Connection: 2/3/5/6
Improvement Strategy: Utilize the Attendance Roles and Responsibilities chart to ensure clear communication among teachers, parents, office staff, and administration.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4/3	
Intended Outcomes: More family participation in Parent Academy Events.	
Action Steps: • TW create open lines of communication • TW consistently record morning and afternoon attendance • TW notify the office when consecutive absences reach 3 or more • TW may be requested to attend a conference	



- Office will call parent regarding 4 or more tardies
- Office will call home after 3 or more consecutive absences
- Office will record the RPC in IC
- Office will schedule a meeting with the administration
- Admin will conduct parent meetings to communicate attendance
- Admin will explain the impact on learning
- Admin will remove barriers to regular attendance
- Admin will connect students and families to wrap around services: Boys Town
- Admin will initiate the CCF-731: Retention checklist

Resources Needed:

- *PEF: Family Engagement Class Resources*
- *Boys Town: Common Sense Parenting*
- *Counselor*
- *Attendance officer for home visits*

Challenges to Tackle:

- Parents work schedules: not waking up to get their child to school because they work nights
- Students having to care for younger siblings
- Lack of urgency from parents regarding education
- The school will investigate the purchase of a CCSD Vehicle and Attendance officer so that some staff members can make home visits and pick up students to improve chronic absenteeism.

Improvement Strategy: *Identify and reach out to families to encourage attendance using the Roles and Responsibilities chart*

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

Intended Outcomes: Decrease the number of students trending to be chronically absent.

Action Steps: *Identify and reach out to specific families*

- TW create open lines of communication
- TW consistently record morning and afternoon attendance
- TW notify office with consecutive absences reaching 3 or more
- TW may be requested to attend a conference
- Office will call parent regarding 4 or more tardies
- Office will call home after 3 or more consecutive absences



- Office will record the RPC in IC
- Office will schedule a meeting with the administration
- Admin will conduct parent meetings to communicate attendance
- Admin will explain the impact on learning
- Admin will remove barriers to regular attendance
- Admin will connect students and families to wrap around services: Boys Town
- Admin will initiate the CCF-731: Retention checklist

Resources Needed:

- *Boys Town*
- *Teachers, Office Staff, and Admin*
- *Counselor*
- *Attendance Officer*
- *Transportation*

Challenges to Tackle:

- Parents work schedules: not waking up to get their child to school because they work nights
- Students having to care for younger siblings
- Lack of urgency from parents regarding education
- Staff to pick up students when they are at home/ Attendance officer

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

In addition to the schoolwide goal and considered [equity supports](#), we have adopted the following Connectedness Action Plan in alignment to AB 219

AB 219 Data Reviewed

Chronic Absenteeism: EL Chronic Absenteeism rate 2024: 23% as compared to 31.7% overall population. A root cause of low performance of English language learners in language proficiency and Tier 1 content is negatively impacted.

AB 219 Connectedness Root Causes: As evidenced by attendance data, the problem is EL students are not demonstrating language proficiency due to being chronically absent. A root cause of the low performance of English language learners in language proficiency and content achievement is due to missing school. Students need support with at-home routines to attend school regularly as well as understand why it is important to attend school daily.

AB 219 Connectedness [Goals](#): Decrease the percentage of ELs chronically absent from 23% to 18% by 2025, as measured by attendance data.

AB 219 Connectedness [Improvement Strategy](#): Data Folders, School Counselor Tier II groups, Boys Town School Support Specialists



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

AB 219 Connectedness Action

- **Action Step [1]:** The School Counselor will create grade-level groups based on attendance data. Groups will be met with weekly to incentive school attendance and daily routines
 - **Monitoring Plan:** Monthly Attendance data
 - **Person Responsible:** Boys Town School Support Specialists, School Counselor, Clerk

AB 219 Connectedness Professional Learning

- **Professional Learning for Parents:** Boys Town along with the school counselor will provide monthly parent training. The goal of the training is to inform parents of the importance of being in school as well as teach at-home routines that can support daily attendance.

English Learners:

- School Counselor and Boys Town School Support Specialists hold monthly “Parent Cafes.” These meetings will provide parents with resources, the importance of attending school, and at-home strategies for school success.

Foster/Homeless:

- The school counselor and Boys Town School Support Specialist will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.
- The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students’ attendance, academic, and social/emotional progress.

Free and Reduced Lunch:

- Licensed and support staff will provide opportunities for after-hour tutoring
- Title I funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered interventions and acceleration.

Migrant: n/a

Racial/Ethnic Minorities:

- Utilize a language learner specialist to provide tiered interventions and acceleration for students.

Students with IEPs:

- Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications.
- Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students’ needs, and plan effective instruction and support.





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)
Title I	\$70,000	Boys Town: School Support Specialists to support SEL and chronic absenteeism	Goals 1, 2, and 3
Title I	\$93,490	Strategist to provide instructional coaching for teachers, co-teach, model, and support Tier I instruction with CCSD-adopted programs Provide support to PLC leads	Goals 1 and 2
Title I	\$42,317	Teachers will engage in the PLC/Teaching and Learning Cycle. PLC Leads will facilitate meetings focused on planning using the adopted Tier I materials.	Goals 1 and 2
EL Weighted Funding	\$500,000	The learning strategist will implement a Reading Skills Center to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development.	Goals 1 and 2
Strategic Budget	\$20,000	Extra duty pay for Support staff and teachers: Utilize the Attendance Roles and Responsibilities chart to ensure clear communication among	Goals 1, 2, and 3



		teachers, parents, office staff, and administration.	
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