



Clark County School District
C.P. Squires Elementary School
2021-2022 School Performance Plan:
A Roadmap to Success

C.P. Squires Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Tiffany Burlacu for more information.

Principal: Tiffany Burlacu
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Phone: 702-799-7169 x

School Designations: Title I CSI XTSI ATSI Zoom Victory



School Information

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	631	0.79%	0.48%	80.51%	10.94%	3.65%	0.32%	3.33%	11.57%	82.29%	100%
District	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	7.54%
State	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	32.7%	67%	41.63%	33.65%	58.5%	43.33%	17.4%	16.2%	58.02%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	27.4%	47%	25.4%	34.5%	56%	52.8%	18%	14.8%	49.8%
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	18.5%	43.8%
	District	N/A	N/A	N/A	N/a	N/A	N/aQ	N/A	14.5%**	45.4%**



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	404	411	420
District	379	268	361

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
Tiffany Burlacu- Principal	Principal(s)
Patrick Grass- Assistant Principal	Other School Leader(s)/Administrator(s) (required)
Paulne Felipe	Teacher
Courtney Lohuis	Teacher
Mary Russette	Paraprofessional(s)
<i>Nicole Spittell</i>	Parent
<i>Desiree Mulitalo</i>	School Counselor
<i>Deb Laboy</i>	Teacher
Linda Cordova-	Literacy and Language Specialist



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 2 Face-to- Face	10/15/21	0	N/A
Event 2 Virtual Component	10/15/21; 10/21/21	18	Focus needed on improving instruction and increasing student growth Need for a focus on connectedness



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	<i>Nevada School Performance Framework SBAC; MAP: iReady; WIDA</i>	<i>Culture and Climate Survey Results Panorama Survey Results School Performance Planning Survey</i>	<i>School Performance Planning Survey Adult Learning Culture Survey Ready Gen and enVision 2020 adopted text for all instructors, administration observations, PLC meeting observation and notes</i>
Problem Statement	<i>Based upon the data reviewed, C.P. Squires Elementary School 3-5 grade student proficiency rates in math have consistently declined over time from 32.7% in 2018 to 27.4% in 2019 and 9% in 2021. C.P. Squires Elementary School 3-5 grade student proficiency rates in English language arts significantly decreased from 33.6% in 2018 to 18.5% in 2021 as measured by state summative assessments. The percentage of students meeting Adequate Growth Percentile in math decreased from 41.63% in 2018 to 10.8% in 2021. In ELA the percentage of students meeting Adequate Growth Percentile decreased from 45.33% in 2018 to 24% in 2021.</i>		
Critical Root Causes	<i>Inconsistent delivery of tier 1 instruction; inconsistent use of appropriate instructional materials to meet the needs of all students; inconsistent use and availability of standards-based supplemental materials; and a school-parent partnership not primarily focused on student achievement. Additionally, there were unforeseen challenges of virtual instruction that disrupted the continuity of instruction, including teachers, students, and parents learning to use online tools (Google Classroom, Canvas, and academic programs) as well as consistent engagement and attendance.</i>		



Part B

Student Success	
<p>School Goals:</p> <p><i>Increase student proficiency in math from 9% in 2021 to 40% in 2022 as measured by state summative assessments.</i></p> <p><i>Increase student proficiency in english language arts from 18.5% in 2021 to 48.5% in 2022 as measured by state summative assessments.</i></p> <p><i>Increase the percentage of students in grades 3-5 who meet Adequate Growth Percentile from 10.8% in 2021 to 18% in 2022 for Math by the end of the interval of instruction as measured by state summative assessments.</i></p> <p><i>Increase the percentage of students in grades 3-5 who meet Adequate Growth Percentile from 24% in 2021 to 33% in 2022 for ELA by the end of the interval of instruction as measured by state summative assessments.</i></p> <p><i>Increase the percentage of students In K-5 grade scoring above the 40th percentile in Reading from 36.6% in Fall 2021 to 41% in Spring 2022 by the end of the interval of instruction as measured by Measures of Adequate Progress.</i></p> <p><i>Increase the percentage of students in K-5 grade scoring above the 40th percentile in Math from 25.6% in Fall 2021 to 40% in Spring 2022 by the end of the interval of instruction as measured by Measures of Adequate Progress assessments.</i></p>	<p>Aligned to Nevada's STIP Goal: Goal 3-Ensure all students experience continued academic growth. Close Opportunity Gaps.</p>
<p>Improvement Strategy: Utilize the enVision 2020 math curriculum K-5</p>	



<p><i>adopted by CCSD with integrity and analyze student assessments to guide instruction and re-teaching.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>enVision 2020 EBI Level 3, MAP Accelerator (3-5) EBI Level 3</i></p>	
<p>Intended Outcomes: <i>Increase student proficiency in math while increasing the percentage of students that are meeting their adequate growth goal.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>Data review meetings to analyze student scores (formative/summative assessments), small group instruction during 70 minute math block, Intervention/small group instruction to support new learning and re-teaching.</i>● <i>Math strategist and intervention lab for 22-23</i>● <i>Individual student goal setting in math that will be reviewed at least three times per year</i>● <i>Student incentives for meeting MAP goals</i>● <i>Weekly PLC meeting to determine effectiveness and consistency of previous content and focus of new content.</i>● <i>Assign formative assessments based on pacing guides (3-5)</i>● <i>Instructional rounds for vertical alignment and modeling of best practices</i>● <i>Review state assessment data</i>● <i>Differentiated professional learning opportunities to fit the needs of staff</i>● <i>Ron Clark Academy Professional Development for groups of staff member</i>● <i>Ron Clark Academy implementation of strategies</i>	
<p>Resources Needed:</p> <ul style="list-style-type: none">● <i>enVision 2020 instructional materials and manipulatives</i>● <i>Small group instruction provided by designated instructional assistant(intervention) and classroom teachers</i>	



<ul style="list-style-type: none">● <i>Online support- Khan Academy, MAP Accelerator iReady, Xtra Math</i>	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Close gaps created by students not having in-person learning for over a year. Participating in hands-on math was a challenge for most students and families. Basic understanding of numbers and operations and mathematical thinking skills need to be strengthened.</i>	
<p>Improvement Strategy: <i>Utilize the Ready gen curriculum K-5 adopted by CCSO with integrity and analyze student assessments to guide instruction and re-teaching.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Ready GEN EBI Level 3, iReady EBI Level 1; Read Well EBI Level</i></p>	
<p>Intended Outcomes: <i>Increase student proficiency in English language arts while increasing the percentage of students that are meeting their adequate growth goal.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>Data review meetings to analyze student scores (formative/summative assessments), rigorous tier I instruction, small group instruction during tier I reading block, small group instruction during intervention block</i>● <i>Individual student goal setting in ELA that will be reviewed at least three times per year.</i>● <i>Student incentives for meeting MAP goals</i>● <i>Weekly PLC meeting to determine effectiveness and consistency of previous content and focus of new content.</i>● <i>Assign formative assessments based on pacing guides</i>● <i>Instructional rounds for vertical alignment and modeling of best</i>	



<p><i>practices</i></p> <ul style="list-style-type: none">● <i>Review data- MAP, IReady and SBAC</i>	
<p>Resources Needed:</p> <ul style="list-style-type: none">● <i>Ready GEN instructional materials and manipulatives</i>● <i>Read Well small group instruction provided by designated instructional assistant(intervention) and classroom teachers</i>● <i>Online support- iReady, MyOn</i>	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Close gaps created by students not having in-person learning for over a year. Increase students' understanding of reading foundational skills and strengthen skills needed to comprehend and respond to informational text.</i>● <i>Absenteeism</i>● <i>Staff shortage</i>	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	
<p><i>English Learners: ULD/QTEL Training, Zoom Reading Center, PLC meetings, Imagine Learning, small group instruction/support/intervention (designated support staff), scaffolded instruction with a vocabulary focus and individual student goals reviewed at least quarterly and new goals created once current is achieved. Khan Academy/MAP Accelerator, Read Well, Xtra math and iReady. MTSS as needed. Title I Hope, School Bell, Three Square, Wraparound Services.</i></p> <p><i>Foster/Homeless: Counselor and Family and Community Outreach Specialist provide resources and support to families as needed. Parent resource center to collaborate with FACES to provide workshops and wraparound services. MTSS as needed.</i></p> <p><i>Free and Reduced Lunch: All Squires Elementary School students are FRL. Students are provided daily breakfast and lunch at no charge. Students are provided with school supplies, uniforms, Chromebooks, and hotspots when needed. Students in need are provided weekend food bags. Counselor and Family and Community Outreach Specialists assist families in accessing medical and other essential services. Title I Hope, School Bell, Three Square, Wraparound Services. MTSS as needed.</i></p>	



Migrant: QTEL Training, Zoom Reading Center, PLC meetings, Imagine Learning, small group instruction/support/intervention (designated support staff), scaffolded instruction with a vocabulary focus and individual student goals reviewed at least quarterly and new goals created once current is achieved. Khan Academy/MAP Accelerator, Xtra math and iReady. MTSS as needed. Title I Hope, School Bell, Three Square,, Wraparound Services. MTSS as needed.

Racial/Ethnic Minorities: PLC's, small group instruction/support/intervention (designated support staff), scaffolded instruction with a vocabulary focus and individual student goal in math that is reviewed at least quarterly and new goals created once current is achieved. Khan Academy/ MAP Accelerator, MyOn, iReady, Read Well and Xtra math, Title I Hope, School Bell, Three Square, Wraparound Services. Diversity and ethics training provided by CCSD.MTSS as needed.

Students with IEPs: PLC's, Focus on individual student goals, scaffolded instruction with a vocabulary focus and individual student goal in math that is reviewed at least quarterly and new goals created once current is achieved. Khan Academy/MAP Accelerator, iReady, Read Well and Xtra math.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	School Performance Plan Survey Adult Learning Culture Survey Observation Data Discussion	School Performance pLna Survey Adult Learning Culture Survey	School Performance Plan Survey Adult Learning Culture Survey
Problem Statement	Students are lacking foundational math skills- i.e. numbers and operations, measurement and data-- due to inconsistencies in tier 1 instruction due to varying curriculum implementation.		
Critical Root Causes	Inconsistency in Tier 1 math Instruction; New curriculum material; Lack of support from Strategists due to being pulled to do other duties (staff shortages); Adapting to COVID procedures		



Part B

Adult Learning Culture	
<p>School Goal: 100% of license staff will participate in monthly instructional rotations, to build consistency and capacity in delivering effective, rigorous tier 1 instruction using academic language, CCSD pacing guides, and alignment to standards.</p>	<p>Aligned to Nevada's STIP Goal: Goal 2- All students have access to effective educators.</p>
<p>Improvement Strategy: Utilize instructional rounds data to analyze the climate of school culture amongst staff. Creating a safe space for staff members to present their challenges professionally and academically to improve the effectiveness of rigorous Tier I instruction and curricular materials.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Instructional Rounds: Level 3</i></p>	
<p>Intended Outcomes: Developing consistency in tier 1 instruction during educational rounds.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Survey the staff on instructional support needs</i> ● <i>Review PLC data to identify areas in which student performance is low which are in need of instructional improvements</i> ● <i>Monitor RTI process and ensure intervention tasks and goals are aligned. Track progress monitoring consistently.</i> ● <i>Align instruction to CCSD pacing guides</i> ● <i>Time to add in instructional rotations during our PLC meeting time</i> ● <i>Create a structure and timeline for instructional rounds</i> ● <i>Create a reflection sheet for instructional rounds</i> ● <i>Ron Clark Academy Professional Development for groups of staff members</i> ● <i>Implementation of Ron Clark Academy strategies</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>CCSD Pacing Guides (CCSD CPD.CCSD.NET)</i> ● <i>Staff Coverage</i> ● <i>Checklist for instructional rounds to know what to look for (rubric)</i> ● <i>Google survey for staff</i> ● <i>Common place to hold schoolwide documents (e.g., procedures, protocols. Websites, testing dates, etc.)</i> 	



- *Differentiated professional learning opportunities*
- *Technological equipment*

Challenges to Tackle:

- *Staff shortage for coverage*
- *Availability of time before school to hold schoolwide staff meetings due to COVID breakfast procedures*

Improvement Strategy: Utilize survey data to analyze the climate of school culture amongst staff. Creating a safe space for staff members to present their challenges professionally and academically to improve the effectiveness of rigorous Tier I instruction and curricular materials.

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

Intended Outcomes:

Developing an environment that allows transparent communication between staff and administration. Staff members should feel comfortable to voice their concerns and celebrations freely to help identify high areas of need.

Action Steps:

- *Staff Survey*
- *Weekly Newsletters*
- *Weekly Staff Meetings*

Resources Needed:

- *Google Survey*

Challenges to Tackle:

- *Technology*
- *Current arrival and breakfast procedures due to COVID mitigation strategies*
- *Time*
- *Teacher Participation/Teacher Buy-in*

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

English Learners: ULD/QTEL Training, Zoom Reading Center, PLC meetings, Imagine Learning, small group instruction/support/intervention (designated support staff), scaffolded instruction with a vocabulary focus and individual student goals reviewed at least quarterly and new goals created once current is achieved. Khan Academy/MAP Accelerator, Read Well, Xtra math and iReady. MTSS as needed. Title I Hope, School Bell, Three Square, Wraparound Services.



Foster/Homeless: Counselor and Family and Community Outreach Specialist provide resources and support to families as needed. Parent resource center to collaborate with FACES to provide workshops and wraparound services. MTSS as needed.

Free and Reduced Lunch: All Squires Elementary School students are FRL. Students are provided daily breakfast and lunch at no charge. Students are provided with school supplies, uniforms, Chromebooks, and hotspots when needed. Students in need are provided weekend food bags. Counselor and Family and Community Outreach Specialists assist families in accessing medical and other essential services. *Title I Hope, School Bell, Three Square, Wraparound Services. MTSS as needed.*

Migrant: QTEL Training, Zoom Reading Center, PLC meetings, Imagine Learning, small group instruction/support/intervention (designated support staff), scaffolded instruction with a vocabulary focus and individual student goals reviewed at least quarterly and new goals created once current is achieved. Khan Academy/MAP Accelerator, Xtra math and iReady. MTSS as needed. *Title I Hope, School Bell, Three Square,, Wraparound Services. MTSS as needed.*

Racial/Ethnic Minorities: PLC's, small group instruction/support/intervention (designated support staff), scaffolded instruction with a vocabulary focus and individual student goal in math that is reviewed at least quarterly and new goals created once current is achieved. Khan Academy/ MAP Accelerator, MyOn, iReady, Read Well and Xtra math, Title I Hope, School Bell, Three Square, Wraparound Services. Diversity and ethics training provided by CCSD.MTSS as needed.

Students with IEPs: PLC's, Focus on individual student goals, scaffolded instruction with a vocabulary focus and individual student goal in math that is reviewed at least quarterly and new goals created once current is achieved. Khan Academy/MAP Accelerator, iReady, Read Well and Xtra math.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	School Climate Survey Student Data Panorama Survey Data(Engagement, Safety, Social and Emotional Competence)	<i>School Climate Survey Staff Data Teacher Retention Event 2 Outreach Session Survey Data</i>	<i>School Climate Parent Survey Data Event 2 Outreach Session Survey Data</i>



Problem Statement	Only 63% of students in grades 3-5 responded favorably to Panorama survey questions in the "Positive Feelings" category. This is 5% lower than the Clark County School District percentage of students who responded favorably to the same questions in fall 2021 and puts Squires Elementary School students in the 20th-30th percentile range nationally.
Critical Root Causes	C.P. Squires Elementary School is designated 100% Free and Reduced Lunch (FRL). Many of our students face challenges associated with poverty to include housing instability, food insecurity, and other stressors outside of school. Additionally, the ongoing COVID-19 pandemic continues to create stressors.

Part B

Connectedness	
School Goal: Increase the percentage of students responding favorably to survey questions in the positive feelings category from 62% in fall of 2021 to 70% in Spring of 2022 as measured by the Panorama survey.	Aligned to Nevada's STIP Goal:: Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
Improvement Strategy: <i>Monitor Panorama data and intervene accordingly. Increase positive feelings through scheduled SEL mini-lessons from counselor, small groups and individual counseling for students identified through the Panorama survey. Additional SEL focus areas and ideas for</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Counselor- Level 1</i>	
Intended Outcomes: <i>Increase positive feelings experienced by students.</i>	
Action Steps: <ul style="list-style-type: none"> ● <i>Review Panorama data.</i> ● <i>Identify students in need of individual supports, develop support plans, and meet with students.</i> ● <i>Identify school trends. Integrate related mini-lessons into daily announcements and class lessons.</i> ● <i>Ron Clark Academy Professional Development for groups of staff members</i> ● <i>Implementation of Ron Clark Academy strategies</i> ● <i>Daily classroom SEL lessons delivered by classroom teachers</i> 	
Resources Needed: <ul style="list-style-type: none"> ● <i>Panorama reports</i> ● <i>SEL resources.</i> 	



- *Training in SEL instruction*
- *Topic areas of focus for SEL lessons provided by the counselor*

Challenges to Tackle:

- *The greatest challenge in increasing social emotional well-being is that so many factors are beyond our control. We cannot control home environment, parenting, or the stressors that occur outside of school.*
- *Lack of sufficient wraparound services*

Improvement Strategy:*Continue to monitor updated Panorama data. Support student well being by supporting students with the factors that they can control such as regulating emotions, experiencing gratitude, optimism/ focusing on the positive rather than the negative, managing conflicts, etc.*

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

Intended Outcomes: Students will adopt healthy social-emotional habits which will lead to an increase in positive emotions.

Action Steps:

- *Meet with MTSS team weekly to review counseling referrals, new data when available, and general progress.*
- *Provide SEL lessons in classrooms regularly*
- *Obtain additional resources for SEL lessons*
- *Assign targeted areas of focus for SEL lessons*
- *Provide PD for SEL instruction*

Resources Needed:

- *Counselor referral form responses*
- *SEL resources*
- *Additional Wrap-around services*
- *MLT/counseling logs*
- *Panorama data*

Challenges to Tackle: Some students require more intensive support that we are able to provide at the school level and/or continue to face significant challenges to social emotional wellbeing in their home lives.

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



English Learners: ULD/QTEL Training, Zoom Reading Center, PLC meetings, Imagine Learning, small group instruction/support/intervention (designated support staff), scaffolded instruction with a vocabulary focus and individual student goals reviewed at least quarterly and new goals created once current is achieved. Khan Academy/MAP Accelerator, Read Well, Xtra math and iReady. MTSS as needed. Title I Hope, School Bell, Three Square, Wraparound Services.

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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)
Strategic Budget	\$ 4,367,753	Teachers, Support Staff, Admin, Prep Buyouts, Extra Duty Pay, General Supplies, Professional	Student Success, Adult Learning Culture, Connectedness



		Development Conferences, travel and accomodations	
English Language Learners	\$ 1,102,447	Zoom Reading Center, PreK, Extended Day Instructional Minutes, Teacher/Admin Stipends, Literacy and Language Strategists, RBG3 Strategist	Student Success, Adult Learning Culture, Connectedness
Title I	\$ 270,607	CSR Teachers, Prep Buyouts, Extra Duty Pay, Student Success Advocate, Student Success Advocate, Family Engagement, General Supplies	Student Success, Adult Learning Culture, Connectedness
Gifted and Talented Education	\$51,540	GATE Teacher	Student Success, Adult Learning Culture, Connectedness
AT Risk	\$ 75,174	Staffing, Professional Development Expenditures and General Supplies	Student Success, Adult Learning Culture, Connectedness
ESSER	\$ 98,256	Staffing, General and General Supplies	Student Success, Adult Learning Culture, Connectedness