



Clark County School District

C.P. Squires Elementary School

School Performance Plan: A Roadmap to Success

C.P. Squires Elementary School 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: Tiffany Burlacu

School Website: <https://www.squireselementary.com/>

Email: milletr@nv.ccsd.net

Phone: 702-799-7169

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 10/26/22.



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/c. p. squires 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
Tiffany Burlacu- Principal	Principal(s)
Patrick Grass- Assistant Principal	Other School Leader(s)/Administrator(s) <i>(required)</i>
Paulne Felipe	Teacher
Courtney Lohuis	Teacher
Mary Russette	Paraprofessional(s)
<i>Nicole Spittell</i>	Parent
<i>April Haskin</i>	Special Education Facilitator/Behavior Interventionist
<i>Deb Laboy</i>	Teacher
Lisa Sasse	Literacy and Language Specialist
Beth Glazman	Teacher
Lisa Montoya	Teacher
Julie James	Teacher



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	Number in Attendance	Lessons Learned from the School Community
Event 1 CI Team	10/12/21	9	Kick Off
Events 2-3 CI Team	10/14/21	5	Community Outreach/ Data Analysis Needs Assessment
Event 2 Community Outreach	10/15/21 10/21/21	0 18	Community Outreach Data Analysis/ Needs Assessment Parents no show for meetings scheduled. Data and information sent through Parentlink and School Newsletter Focus needed on improving instruction and increasing student growth Need for a focus on connectedness
SOT Meeting	10/20/22	10	Review of data, root causes and potential goals
Event 3 CI Team	10/26/21	9	Data Analysis and Needs Assessment Continued
Event 4 CI Team	10/27/21	9	Root Causes



Event 5 CI Team	11/2/21	9	SPP Development
Event 5 CI Team	11/4/21	10	SPP Development
Event 5 CI Team	11/9/21	9	SPP Development
SOT Meeting	11/10/21	8	SPP Feedback and Adaptations
ACT 2- Event 7- Status Check 2	2/8/22	8	Status Check
SOT Meeting	2/10/22	7	Plan of Operations
Event 8 Status Check 3	5/25/22	8	Status Check Act 3
Act 3 Event 9 Reviewing Our Journey	10/11/22	10	Status Check Review/ Roadmap Revisions
Act 3 Road Map Revision	10/18/22	9	Status Check/ Road Map Revisions
Act 3 Road Map Revision	10/25/22	5	Status Check/ Road Map Revisions
SOT Meeting	10/26/22	6	Roadmap Revisions Feedback/Adjustments



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	Nevada School Performance Framework SBAC; MAP; i Ready; WIDA	Culture and Climate Survey Results Panorama Survey Results School Performance Planning Survey	School Performance Planning Survey Adult Learning Culture Survey Administrative Observation Data PLC Minutes
Problem Statement	<p>Based upon the data analysis, C.P. Squires Elementary School 3-5 grade students' proficiency rates in math are very low. Proficiency levels consistently declined over time from 32.7% in 2018 to 27.4% in 2019 and 9% in 2021. Math proficiency levels increased from 9% in 2021 to 21.2% in 2022, but this is still significantly low. Students who are not proficient in math will continue to fall behind because math knowledge builds upon previous understanding.</p> <p>Based upon data analysis, C.P. Squires Elementary School 3-5 grade student proficiency rates in English language arts are very low. Proficiency rates significantly decreased from 33.6% in 2018 to 18.5% in 2021 as measured by state summative assessments. In 2022, ELA proficiency rates increased to 31.1 %, but this is still significantly low. Students who are not proficient in reading will continue to fall further behind because reading knowledge builds upon previous understanding.</p> <p>The percentage of students meeting Adequate Growth Percentile in math decreased from 41.63% in 2018 to 10.8% in 2021. In 2022, the percentage of students meeting AGP in math was 41.5% as measured by state summative assessments. The percentage of students meeting AGP is low indicating students are making less academic progress over time than their peers.</p> <p>In ELA the percentage of students meeting Adequate Growth Percentile decreased from 45.33% in 2018 to 24% in 2021. In 2022, the percentage of students meeting AGP in ELA was 53.7% as measured by state summative assessments. The</p>		



	<p><i>percentage of students meeting AGP is low indicating students are making less academic progress over time than their peers</i></p> <p>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.</p> <p><i>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</i></p>
<p>Critical Root Causes</p>	<p><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></p>

Part B

Student Success	
<p>School Goals:</p> <p><i>Increase student proficiency in math from 21.2% in 2022 to 40% in 2023 as measured by SBAC and reported on the Nevada State Performance Framework.</i></p> <p><i>Increase student proficiency in English language arts from 31.1% in 2022 to 48.5% in 2022 as measured by SBAC and reported on the Nevada State Performance Framework.</i></p> <p><i>Increase the percentage of students in grades 3-5 who meet Adequate Growth Percentile from 41.5% in 2022 to 60% in 2022 for Math by the end of the interval of instruction as measured by SBAC and reported on the Nevada State Performance Framework.</i></p> <p><i>Increase the percentage of students in grades 3-5 who meet Adequate Growth Percentile from 53.7% in 2022 to 70% in 2022 for ELA by the end</i></p>	<p>Aligned to Nevada’s STIP Goals:</p> <p>Goal 2- <i>All students have access to effective educators</i></p> <p>Goal 3- <i>Ensure all students experience continued academic growth. Close Opportunity Gaps.</i></p>



of the interval of instruction as measured by SBAC and reported on the Nevada State Performance Framework.

Increase the percentage of students in K-5 grade scoring above the 40th percentile in Reading from 36% Fall to 50% Winter to 70% Spring of 2022 as measured by MAP Growth Assessments.

Increase the percentage of students in K-5 grade scoring above the 40th percentile in Math from 35% Fall to 50% Winter to 70% Spring of 2022 as measured by MAP Growth Assessments.

Improvement Strategy: *All teachers will purposefully plan for and deliver high quality, rigorous Tier I reading and math instruction utilizing the Nevada Academic Content Standards, CCSD adopted curricular materials (Ready Gen and enVision Math , pacing guides and Tier I MTSS Instruction Expectations.*

Ready Gen EBI Level 1-3; enVision 2020 EBI Level 3

Intended Outcomes: *Successfully provide students with access to high quality instruction. Increase student proficiency in reading and math while increasing the percentage of students that are meeting adequate growth goals.*

Action Steps:

- *Professional development on Tier I MTSS Instruction, MTSS teacher expectations, scaffolding vs. differentiation and CCSD Pacing Guides.*
- *Administrative weekly review of lesson plans to ensure pacing guides and adopted instructional materials are consistently used school-wide.*
- *Frequent formal and informal administrative classroom observations with feedback to monitor the effectiveness of instruction utilizing Ready Gen aligned to the NVACS and provide support to teachers on instructional expectations.*
- *Differentiated professional learning opportunities and coaching for instructional need areas for teachers based upon data collection and review by administration and learning strategists*
- *Weekly PLC meetings to review data and make instructional adjustments based on student generated evidence of learning.*
- *Individual MAP student goal setting in reading and math from fall to winter and winter to spring.*
- *Student incentives for meeting MAP goals*
- *Instructional rounds for vertical alignment and modeling of best practices*



- *Ongoing review of progress data measures*
- *Set expectations for teachers to increase the opportunity for students to engage in discourse utilizing academic vocabulary and language supports.*
- *Ron Clark Academy Professional Development for groups of staff focused on rigorous instruction and high expectations for students.*
- *Class Size Reduction*

Resources Needed:

- *MTSS training and Teacher Instruction Expectations*
- *NVACS:NEPF*
- *CCSD Pacing Guides*
- *Language support materials- visual vocabulary cards, accountable talk materials*
- *Adopted curricular materials enVision 2020 and Ready Gen Reading*
- *Learning Strategists to provide strategic coaching*
- *PLC Tracking materials*
- *Read Well small group instruction provided by designated instructional assistant(intervention) and classroom teachers*
- *Online support- iReady, MyOn*

Challenges to Tackle:

- *Absenteeism*
- *Lack of knowledge of NVACS*
- *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*

Improvement Strategy: *All K-5 teachers in collaboration with learning strategists and designated support staff members will participate in delivering targeted tier II instruction in both reading and math during assigned grade level scheduled Tiger Block intervention sessions utilizing Read Well curricular materials for reading and enVision Math Intervention Kits for math. Students will be consistently progress monitored utilizing the STAR assessment Suite. Data will be analyzed monthly. Progress monitoring data will be utilized to guide instruction and re-teaching*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Read Well EBI Level 3, enVision Math EBI Level 3;*



Intended Outcomes: Increase student proficiency in Math and Readings while increasing the percentage of students that are meeting their adequate growth goal. Provide research- based intervention and acceleration strategies to fill gaps and extend learning. Increase students’ understanding of reading foundational skills and strengthen skills needed to comprehend and respond to informational and literary text. Increase students’ understanding of number sense and other foundational math skills.

Action Steps:

- Professional learning for staff on Read Well and enVision Math Kits
- Analyze student data utilizing multiple measures including STAR assessments, MAP, Core Phonics, and iReady to groups students based upon needs to create intervention and acceleration groups for Tiger. Block Rotations
- Assign strategists to support designated grade level teams
- Develop schedules
- Administrative observations of Tiger Block rotations to provide feedback and support to teachers.
- Monitoring of students’ progress in both reading and math using STAR Assessment Suite
- Adjust student learning pathways accordingly based upon evidence of learning generated by students

Resources Needed: enVision 2020 instructional materials and manipulatives

- Small group instruction provided by designated instructional assistant(intervention) and classroom teachers
- Online support- Khan Academy, MAP Accelerator iReady, Xtra Math
- Read Well and enVision Math Intervention materials and manipulatives
- Strategists
- Schedules
- Data Reports

Challenges to Tackle:

- Absenteeism
- Staff coverage
- Inconsistencies
- Close gaps for students not having in-person learning for over a year.



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 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>Observation data, Survey data, PLC notes</i>	<i>Observation data, Survey data, PLC notes</i>	Staff survey data, observational notes, PLC notes
	<i>Areas of Strength: Content delivery is aligned to the standards</i>		
	<i>Areas for Growth: Unwrapping the standards, aligning tasks for independent practice for students</i>		
Problem Statement	<i>Learning tasks are not aligned to the standards. The intent of the standard is not being met, causing a drop in the expectation of academic rigor which leads to a lack of high quality tier 1 instruction.</i>		
Critical Root Causes	Inconsistency in tier 1 instruction while aligning it to NVAC standards; lack of knowledge in the content of standards,		

Part B

Adult Learning Culture	
<p>School Goal: <i>100% of licensed staff will increase the percent of learning tasks aligned to the standards from 20% in Fall of 2022 to 50% in Winter of 2022 to 100% in Spring of 2023 as measured by informal and formal classroom observations.</i></p>	<p>Aligned to Nevada's STIP Goal: Goal 2- All students have access to effective educators.</p>
<p>Improvement Strategy: Utilize administration observation data to ensure proper task alignments to strategies by increasing informal and formal observation cycles with targeted feedback.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Professional Learning Communities (PLC) EBI Level 2, Data Analysis EBI Level 2</p>	



<p>Intended Outcomes: Developing consistency in tier 1 instruction while aligning to the intent of the standards for student learning tasks.</p>
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>Increase the frequency of administrative observations to monitor the alignment of learning tasks to NVACS</i>● <i>Administrative feedback will be given for every observation regarding NEPF standards and task alignment to NVACS</i>● <i>Teachers will align instruction to NVACS and follow CCSD Pacing guides</i>● <i>Review PLC data to identify areas in which student performance is low which are in need of instructional improvement</i>● <i>Survey staff on instructional support needs</i>● <i>Including instructional rotations during PLC meeting times</i>● <i>Create a reflection sheet/rubric for instructional rounds</i>● <i>Ron Clark Academy Professional Development for groups of staff members for maintaining high expectations and rigorous instruction</i>● <i>Implementations of Ron Clark Academy strategies</i>
<p>Resources Needed:</p> <ul style="list-style-type: none">● <i>CCSD Pacing Guides</i>● <i>Instructional rounds Rubric/checklist</i>● <i>Google survey for staff instructional needs</i>● <i>Differentiated professional learning opportunities</i>
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Staff participation for instructional rounds</i>● <i>Lack of knowledge on how to unwrap and align learning tasks to standards</i>
<p>Improvement Strategy: Increase the number of PLC meetings that follow the common data meeting structure and standards being unwrapped by teachers.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Professional Learning Communities (PLC) EBI Level 2, Data Analysis EBI Level 2</p>
<p>Intended Outcomes: Ensure standards are unwrapped properly in order to create tasks that align and reflect the intent of the standards.</p>
<p>Action Steps:</p>



- *Align instruction to NVACS and follow CCSD Pacing guides*
- *Provide support to teachers on components of an effective lesson and unwrapping of standards*
- *Review PLC data to identify areas in which student performance is low which are in need of instructional improvement*
- *Survey staff on instructional support needs*
- *Including instructional rotations during PLC meeting times*
- *Create a reflection sheet/rubric for instructional rounds*
- *Ron Clark Academy Professional Development for groups of staff members on maintaining high expectations and rigorous instruction*
- *Implementations of Ron Clark Academy strategies*

Resources Needed:

- *CCSD Pacing Guides*
- *NVAC list of grade level standards*
- *Instructional rounds Rubric/checklist*
- *Google survey for staff instructional needs*
- *Differentiated professional learning opportunities*

Challenges to Tackle:

- *Staff participation for instructional rounds*
- *Lack of knowledge on how to unwrap and align learning tasks to standards*

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

English Learners: ULD/QTEL Training, 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, 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	Panorama Survey Data 2022; District-Wide Survey Data	Staff Survey; District-wide Survey Data	District-wide Survey Data
	Areas of Strength: Community feels welcome; students feel like there is someone to help them/feel safe		
	Areas for Growth: Building perseverance, building confidence in volunteering incorrect answers, creating an environment that students do not feel overwhelmed or anxious		
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	
<p>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 2023 as measured by the Panorama survey.</p>	<p>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.</p>
<p>Improvement Strategy: <i>Monitor District survey data and intervene accordingly. Increase positive feelings through scheduled SEL mini-lessons from counselors, small groups and individual counseling for students identified through the District wide survey. Additional SEL focus areas and ideas for</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Counselor-EBI Level 1</i></p>	
<p>Intended Outcomes:<i>Increase positive feelings experienced by students.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Review Panorama and District-wide survey data</i> ● <i>Identify students in need of individual support, 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 for building relationships</i> ● <i>Implementation of Ron Clark Academy strategies</i> ● <i>Professional Learning on trauma- informed instructional strategies and ReThink</i> ● <i>Daily classroom SEL lessons delivered by classroom teachers utilizing strategies learned from professional learning sessions</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>District survey reports</i> ● <i>SEL resources ReThink/ Trauma TIES</i> ● <i>Training in SEL instruction ReThink/ Trauma TIES</i> ● <i>Topic areas of focus for SEL lessons provided by the counselor</i> ● <i>Sanford harmony</i> ● <i>Family resource center opening</i> 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● <i>Absenteeism</i> ● <i>The greatest challenge in increasing social emotional well-being is that so many factors are beyond our control. We cannot control the</i> 	



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 EBI Level 1*

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

Action Steps:

- *Meet with the MTSS team weekly to review counseling referrals, new data when available, and general progress.*
- *Provide SEL lessons in classrooms regularly utilizing Sanford Harmony and ReThink Curriculum*
- *Obtain additional resources for SEL lessons*
- *Assign targeted areas of focus for SEL lessons*
- *Provide PD for SEL instruction*
- *Utilize Trauma Informed Strategies learned from professional learning sessions*
- *Increase the availability of resources and wrap around services for our students and their families through the implementation of a family resource center and partnerships with external services.*

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.

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.

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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.

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 Development Conferences, travel and accommodations.	Student Success, Adult Learning Culture, Connectedness



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	\$ 311, 110	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