



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 MRI CSI TSI ATSI

Our SPP was last updated on 5/16/24



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/c.p.squires_elementary_school/2023/nspf.

School Continuous Improvement (CI) Team

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

Name	Role
Tiffany Burlacu	Principal
Patrick Grass	Assistant Principal
Lynn Ivey	Assistant Principal
Melody Meyers	Strategist
Myriam Santiago Hernandez	Family and Community Outreach Specialists
Anabel Hernandez Perez	Parent
April Haskin	Special Education Facilitator/Behavior Interventionist
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	Lessons Learned from the School Community
Community Meeting	1/30/23	School Policies/ Data Review/Plan of Operations Overview
Status Check- CIP Team Meeting	1/31/23	Status Check/ Revisions as Needed
Status Check- CIP Team Meeting	2/7/23	Status Check/ Revisions as Needed
SOT Meeting	2/9/23	Plan of Operations
SOT Meeting	5/18/23	Act 3 Reviewing Our Journey/ Act I Discussion
CIP Meeting	6/6/23	Act 3 Reviewing Our Journey/Act 1
CIP Meeting	6/8/23	Act 1
SOT Meeting	6/15/23	Act I Review/ Feedback/Vote
CIP Meeting	10/19/23	Act 2 Status Check I
SOT Meeting	10/20/23	Act 2 Status Check I
CIP Meeting	1/23/24	Status Check 2
SOT Meeting	1/25/24	Plan of Operations



CIP Team Meeting	5/14/24	ACT 3 and Act 1	
SOT Meeting	5/16/24	Act 3 and Act 1	



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; WIDA	Culture and Climate Survey Results Panorama Survey Results	Administrative Observation Data PLC Minutes
Problem Statement	Based upon data analysis conducted at C.P. Squires Elementary School, student proficiency rates have increased in both reading and mathematics; however, student proficiency rates are still below the state targets.		
Critical Root Causes	Inconsistent delivery of tier 1 instruction; inconsistent use of adopted instructional materials and pacing guides 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.		

Part B

Inquiry Area 1- Student Success	
<p>School Goals: Increase the percentage of students in K-5th grade scoring above the 40th percentile in Reading from 35% in Spring of 2024 to 45% by Spring of 2025 as measured by MAP Growth Assessments.</p> <p>Increase the percentage of students in K-5th grade scoring above the 40th percentile in Math from 38% in Spring of 2024 to 48% by Spring of 2025 as measured by MAP Growth Assessments.</p>	<p>Aligned to Nevada's STIP Goals: Goal 2- All students have access to effective educators Goal 3- Ensure all students experience continued academic growth. Close Opportunity Gaps.</p>
<p>Improvement Strategy: All students will engage in high-quality, rigorous Tier I reading and math instruction utilizing the Nevada Academic Content Standards, CCSD-adopted curricular materials, pacing guides, and Tier I MTSS Teaching Expectations.</p>	



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

Intended Outcomes: Successfully provide students with access to high quality instruction. Increase student proficiency in reading and math while increasing the percentage of students performing above the 40th percentile as measured by the MAP growth assessments.

Action Steps:

- Teachers will participate in weekly PLC meetings to unwrap standards, align assessments, plan instructional strategies and analyze formative data.
- All teachers will deliver high quality, rigorous Tier I reading and math instruction utilizing the Nevada Academic Content Standards, CCSD adopted curricular materials , pacing guides and Tier I MTSS Teaching Expectations.
- Teachers will utilize student achievement data and teacher instructions, PLC framework, and CCSD Pacing Guides.
- Administrators will conduct 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 actionable feedback to monitor the effectiveness of instruction, standard's aligned learning tasks, engagement with learning tasks and success criteria, and adopted curricular material usage and pacing.
- Strategists will provide data driven support to teachers by observing, modeling, and conducting coaching conversations focused on data driven targeted self- selected and assigned areas of need.
- Administrative creation of professional learning plan for staff focused on HMH; CORE 95 Phonics, Exact Path and enVision Math
- Teachers will participate in site-based professional learning sessions aligned to meeting school goals.

Resources Needed:

- CCSD Adopted Curricular Materials
- CCSD Pacing Guides
- Professional Learning Plan
- PLC Tracking Materials and Guidelines
- Monitoring Tools - Tier I, Look Fors, and PLCs

Challenges to Tackle:

- Absenteeism - Implement school-wide attendance plan from the beginning of the school year in addition to attendance incentives for students and families.
- Staffing - Secure two Substitutes on Special Assignment (SOSA) and fill vacancy positions.
- Time and Scheduling- Review and restructure master schedule to align with allocated minutes, adapt master calendar to schedule weekly PLC meetings, RTI monitoring meetings, and professional learning sessions.



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.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): HMH EBI Level 3, enVision Math EBI Level 3; CORE 95 Phonics Level 3

Intended Outcomes: Increase student proficiency in Math and Reading 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:

- Administrative creation of professional learning plan for staff focused on HMH Reading, CORE 95 Phonics, Exact Path and enVision Math Kits
- Teachers will analyze student data from administration of universal screeners and benchmark assessments to group students based upon needs to create intervention and acceleration sessions during Tiger Block.
- Student progress will be consistently monitored utilizing the adopted progress monitoring tool by classroom teachers.
- Data will be analyzed during RTI meetings. Progress monitoring data will be utilized to drive instruction.
- All students will engage in scheduled Tiger Block intervention/acceleration sessions using CORE 95 Phonics/ HMH curricular materials for reading and enVision Math Intervention Kits for math.
- Administrative observations of Tiger Block rotations to provide actionable feedback and support to educators.
- Conduct RTI meetings every 6 weeks to monitor students' progress in both reading and math through data discussions.
- Teachers will adjust student learning pathways regularly based upon evidence of learning generated by students and provide effective scaffolds and differentiated learning tasks in ELA and Math.

Resources Needed:

- Adopted Tier II curricular materials and manipulatives
- Student data reports
- Aligned professional learning
- Monitoring tools

Challenges to Tackle:

- Absenteeism - Implement school-wide attendance plan from the beginning of the school year in addition to attendance incentives for students and families.
- Staffing - Increase the headcount of staffing available to support with the intervention/acceleration block including a strategists and additional IAs.



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 to Assembly Bill (AB) 219

AB 219 Data Reviewed

English Language Learner (ELL) English Language Arts (ELA) Proficiency: 10.4%

ELL Mathematics Proficiency: 13.2%

ELL WIDA Met AGP: 34.5%

AB 219 Student Success Root Causes: As evidenced by SBAC and WIDA assessments, the problem is ELLs are performing in the bottom 30th percentile in the state. A root cause of low performance of ELLs in language proficiency and content achievement is due to a lack of consistency in using researched based Tier I curriculum. Students need all teachers to become familiar with using the newly adopted HMH ELA curriculum to deliver high quality, rigorous Tier I ELA instruction aligned with the Nevada Academic Content Standards, CCSD adopted curricular materials, pacing guides and Tier I MTSS Teaching Expectations.

AB 219 Student Success [Goals](#):

- **Mathematics Summative Assessment**
 - Increase the percent of ELLs **proficient** in Math from 13.2 % in 2023 to 18% by May 2024, as measured by SBAC.
- **ELA Summative Assessment**
 - Increase the percent of ELLs **proficient** in ELA from 10.4% in 2023 to 15% by May 2024, as measured by SBAC.
- **Language Summative Assessment**
 - Squires ES will increase the percentage of ELLs meeting AGP as measured by WIDA Access from 34.5% to 40%.

AB 219 Student Success Improvement [Strategy](#): HMH curriculum

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

AB 219 Student Success Action

- **Action Step [1]:** The Administrative team will conduct weekly classroom walk-throughs utilizing Look-For tools to monitor the implementation of all components of the newly adopted HMH ELA curriculum.
 - **Monitoring Plan:** Weekly observational logs
 - **Person Responsible:** Administrative team
- **Action Step [2]:** During informal and formal observations the administrative team collects evidence of student engagement strategies including opportunities for productive discourse with scaffolds. Administration meets with teachers during a post observation conference providing feedback and supports to increase opportunities for effective student discourse.
 - **Monitoring Plan:** Weekly post observation conference notes
 - **Person Responsible:** Administrative team
- **Action Step [3]:** ELLs will participate in an after-school tutoring program twice a week focusing on speaking, listening and writing.



- **Monitoring Plan:** Student attendance records and teacher extra duty logs
 - **Person Responsible:** Licensed teachers
- AB 219 Student Success Professional Learning**
- **Professional Learning for staff:** Professional learning will be provided to all teachers with a focus of ELL tool tips within the HMH curriculum.

English Learners: ULD/QTEL Training, Reading Skills Center, PLC meetings, Imagine Learning, small group instruction/support/intervention, after school tutoring, scaffolded instruction with a vocabulary focus and individual student goals reviewed at least quarterly and new goals created once current is achieved. Khan Academy, Exact Path, CORE 95 Phonics, Title I Hope, School Bell, Three Square, Wraparound Services, Family Center, translation services, Rise and Shine club

Foster/Homeless: Counselor, Student Success Advocate, and Family and Community Outreach Specialist provide resources and support to families as needed. Parent resource center to collaborate with community partners and organizations to provide workshops and wraparound services, Rise and Shine club

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, Chromebooks, and hotspots as 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, Rise and Shine club

Migrant: QTEL Training, Reading Support 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, Exact Path. MTSS as needed. Title I Hope, School Bell, Three Square,, Wraparound Services, Rise and Shine club

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, Exact Path, CORE 95 Phonics, Title I Hope, School Bell, Three Square, Wraparound Services. Diversity and ethics support provided by CCSD, Rise and Shine club

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. Exact Path, CORE 95 Phonics, Rise and Shine club



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, PLC Minutes <i>Areas of Strength: Teachers utilizing adopted Tier I materials for planning and delivery of instruction significantly increased.</i> <i>Areas for Growth: PLC meeting structure does not align with district guidelines.</i>	Observation data , PLC Minutes	Staff survey data, observational notes, PLC notes
Problem Statement	<i>PLC meetings lack effective structure and do not meet the new PLC guidelines which focus on the unwrapping of NVACS and the development of learning intentions, learning progressions and student success criteria.</i>		
Critical Root Causes	Formative and summative assessments are administered and data is collected after administration, but assessments are not viewed in advance to plan for student learning intentions, learning progressions and student success criteria.		

Part B

Adult Learning Culture	
School Goal: <i>The number of department teams that follow the common meeting structure by utilizing and consistently submitting site-based PLC agendas/minutes weekly through Google will increase from 50% in spring of 2024 to 80% by the end of semester one to 100% by the end of semester two 2025 as measured by PLC observations and monitoring of Google submissions.</i>	Aligned to Nevada's STIP Goal: Goal 2- All students have access to effective educators.
Improvement Strategy: All teachers will engage in effective Professional Learning Communities (PLCs) in alignment with the Teaching and Learning Cycle: Plan and Analyze components utilizing site-based tools. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Professional Learning Communities (PLC) EBI Level 2, Data Analysis EBI Level 2	



Intended Outcomes:

All licensed staff members will participate in weekly PLC meetings following the common data meeting structure.

Action Steps:

- Administration will continue to develop and refine the school's PLC structures in alignment with the Teaching and Learning Cycle. Specifically, develop educators' capacity of the Teaching and Learning Cycle: Plan and Analyze components to increase the intentional planning of standards-based tier I instruction with aligned learning tasks and assessment measures.
- Administrative team will provide reteaching of professional learning on the common data meeting structure including updated forms and submission expectations.
- Administrative team will modify the PLC meeting schedule and provide an extra prep.
- At least one administrator will attend each PLC meeting weekly for support.
- Administrators will monitor common meeting structure using the Professional Learning Community Monitoring Tool quarterly.
- Administration will revise the procedure for submitting meeting agendas/minutes and monitor completion of weekly tasks to submit.

Resources Needed:

- Updated common meeting agenda/minutes forms
- Tier I adopted instructional materials, Teacher Clarity Guides and CCSD Pacing Guides
- PLC templates

Challenges to Tackle:

- Varied levels of understanding on how to unwrap and align learning tasks to standards with learning intentions and student success criteria in mind - Provide professional learning on Teacher Clarity Playbook and PLC structure.

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 to AB 219

AB 219 Data Reviewed

Classroom Observations

Quality Teaching of English Learners Professional Learning Participation

AB 219 Adult Learning Culture Root Causes: As evidenced by grade level classroom observations, the problem is that ELL students are not provided consistent opportunities for academic student discourse to occur within Tier I instruction. A root cause of low performance of ELLs in language proficiency and content achievement is due to teachers lacking knowledge and skills that build their capacity to differentiate lessons and scaffolds that provide ELLs access to grade-level content.



[Instructional Support Cause: [Physical, Human, Organization Causes](#)]. Students need effective grade-level standards based instruction with planned discourse opportunities to develop both language and content simultaneously.

AB 219 Adult Learning Culture [Goals](#):

- **Professional Learning and Collaboration**

1 out of 4 monthly **Professional Learning Community (PLC) observations** will demonstrate a targeted focus on a collaborative discussion on discourse, scaffolds or differentiation as measured by administrative observation of PLC meetings using the PLC Observation Tool.

AB 219 Adult Learning Culture Improvement [Strategy](#): PLC

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

AB 219 Adult Learning Culture Action

- **Action Step [1]:** Administrative team will attend weekly PLC meetings to monitor the implementation and completion of PLC agendas specifically targeting discussions pertaining to discourse, scaffolds, and differentiation for ELLs.
 - **Monitoring Plan:** Weekly PLC agendas
 - **Person Responsible:** Administrative team and grade level chairs

Action Step [2]: In Spring of 2024, 6 teachers will participate in QTEL

- **Monitoring Plan:** ELMs Transcript
- **Person Responsible:** Teachers

AB 219 Adult Learning Culture Professional Learning

Professional Learning for teachers]: *Students need teachers that are trained in QTEL strategies that builds capacity on designing and delivering effective and rigorous Tier I instruction for ELLs.*

English Learners: ULD/QTEL Training, Reading Skills Center, PLC meetings, Imagine Learning, small group instruction/support/intervention, after school tutoring, scaffolded instruction with a vocabulary focus and individual student goals reviewed at least quarterly and new goals created once current is achieved. Khan Academy, Exact Path, CORE 95 Phonics, Title I Hope, School Bell, Three Square, Wraparound Services, Family Center, translation services, Rise and Shine club

Foster/Homeless: Counselor, Student Success Advocate, and Family and Community Outreach Specialist provide resources and support to families as needed. Parent resource center to collaborate with community partners and organizations to provide workshops and wraparound services, Rise and Shine club

Free and Reduced Lunch: All Squires Elementary School students are FRL. Students are provided daily breakfast and lunch at no charge.



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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, Exact Path, CORE 95 Phonics, Title I Hope, School Bell, Three Square, Wraparound Services. Diversity and ethics support provided by CCSD, Rise and Shine club

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. Exact Path, CORE 95 Phonics, Rise and Shine club



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
	FocusEd; Panorama Survey Data, Rise and Shine Surveys	FocusEd; Rise and Shine Surveys, Panorama Survey Data	FocusEd; Family Community Meeting Presentation and Feedback
Data Reviewed	<i>Areas of Strength: Students identified to participate in the Rise and Shine club demonstrated a decrease in absenteeism.</i>		
	<i>Areas for Growth: Implement the Multi-Tiered System of Supports Attendance Protocol and begin the Rise and Shine club at the beginning of the year.</i>		
Problem Statement	Lack of a school-wide attendance plan resulted in excessive chronic absenteeism which impacted connectedness to school programs and school success.		
Critical Root Causes	The school did not have a comprehensive attendance plan. Delay in the implementation of the Rise and Shine club. Families did not find value in the importance of consistent daily attendance.		

Part B

Connectedness	
School Goal: Decrease the percentage of K-5th grade chronically absent students from 34% in May 2024 to 25% by May of 2025 as measured by attendance data in Infinite Campus and FocusEd.	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: The school will implement and follow the CCSD Multi-Tiered System of Support Attendance Protocol.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Climate and Culture-EBI Level 4</i>	
Intended Outcomes: Increase daily student attendance rate resulting in students' overall academic success, connectedness for students, and a sense of partnership between home and school.	



<p>Action Steps:</p> <ul style="list-style-type: none"> ● Develop a school-wide attendance plan following the CCSD MTSS Attendance Protocol ● All staff will follow the school wide attendance plan guidelines to monitor student attendance, communicate with families and apply incentive programs ● Members of the MTSS team will connect families to available wraparound services and provide available resources to support as needed ● MTSS team members will create a plan and schedule for incentives aligned to the site-based attendance plan ● Increase frequency of home visits including resources 	<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Attendance and Survey Data ● CCSD MTSS Attendance Protocol and school-wide plan ● Funds for incentives ● Wraparound Service Partnerships ● Counselor/ Behavior Strategist / Home Visit Team 	<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● Consistency with all staff complying to attendance plan expectations- Provide professional development of the school-wide attendance policies, procedures, and expectations. Consistent monitoring of staff compliance. ● High number of students in the chronic absenteeism category- Survey students and families to identify barriers, address barriers to provide wraparound services, and additional resources to alleviate problematic situations impacting absenteeism. ● Consistency in communicating and documenting parent contact data - The use of the parent contact log in Infinite Campus. 	<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	<p>In addition to the schoolwide goal and considered equity supports, we have adopted the following Connectedness Action Plan in alignment to AB 219</p> <p>AB 219 Data Reviewed Chronic Absenteeism</p> <p>AB 219 Connectedness Root Causes: As evidenced by Focus Ed, the problem is that 27.3% of ELLs are chronically absent. A root cause of low performance of ELLs in language proficiency and content achievement is due to the fact that students are missing instruction because parents do not understand the negative impacts of missing instructional days. Students need to attend school daily in order to attain adequate growth and meet grade level academic milestones.</p> <p>AB 219 Connectedness Goals:</p> <ul style="list-style-type: none"> ● Chronic Absenteeism/Behavior
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- Decrease the percentage of chronically absent ELLS from 27.3% in May 2023 to 17% by May of 2024 as measured by attendance data in Infinite Campus and FocusEd.

AB 219 Connectedness Improvement Strategy: Multi-Tiered Systems of Support (MTSS)

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

AB 219 Connectedness Action

- **Action Step [1]:** The Counselor and Behavior Strategists meets weekly with chronically absent students to set attendance goals and monitor progress.
 - **Monitoring Plan:** Student logs
 - **Person Responsible:** Counselor and Behavior Strategists

AB 219 Connectedness Professional Learning

- **Professional Learning for parents and community members:** *Twice a year Squires ES hosts parent community meetings focusing on the importance of attendance. In addition, community members are offered support and resources.*

English Learners: ULD/QTEL Training, Reading Skills Center, PLC meetings, Imagine Learning, small group instruction/support/intervention, after school tutoring, scaffolded instruction with a vocabulary focus and individual student goals reviewed at least quarterly and new goals created once current is achieved. Khan Academy, Exact Path, CORE 95 Phonics, Title I Hope, School Bell, Three Square, Wraparound Services, Family Center, translation services, Rise and Shine club

Foster/Homeless: Counselor, Student Success Advocate, and Family and Community Outreach Specialist provide resources and support to families as needed. Parent resource center to collaborate with community partners and organizations to provide workshops and wraparound services, Rise and Shine club

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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, Exact Path, CORE 95 Phonics, Title I Hope, School Bell, Three Square, Wraparound Services. Diversity and ethics support provided by CCSD, Rise and Shine club

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. Exact Path, CORE 95 Phonics, Rise and Shine club

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 Gen Fund	\$ 4,851,818.00	Teachers, Support Staff, Admin, Prep Buyouts, Extra Duty Pay, Instructional Supplies, General Supplies	Student Success, Adult Learning Culture, Connectedness
English Language Learners	\$ 802,755.00	Reading Skills Center, PreK staff, Staffing, Extended School Day Instructional Minutes, Literacy and Language Strategists, Staff Incentives	Student Success, Adult Learning Culture, Connectedness
Title I	\$ 278,730.00	CSR Teachers, Extra Duty Pay, Student Success Advocate, Family and Community Outreach Specialist, Humanities Teacher, Supplies	Student Success, Adult Learning Culture, Connectedness
Gifted and Talented Education	\$69,945.00	GATE Teacher	Student Success, Adult Learning Culture, Connectedness
At Risk	\$ 528,716.00	Staffing, Professional Development Expenditures and General Supplies	Student Success, Adult Learning Culture, Connectedness
Read By 3	\$ 115,120.00	Staffing of Read By 3 Strategist	Student Success, Adult Learning Culture