



Washoe County School District
Lincoln Park Elementary School
2021-2022 School Performance Plan:
A Roadmap to Success

Lincoln Park 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 Heather Curtis for more information.

Principal: Heather Curtis
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School Designations: Title I CSI TSI ATSI Zoom Victory



Directions for Completing the School Performance Plan

School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	415	1%	1%	56%	5%	25%	5%	7%	17%	30%	100%
District	61599	1.3%	4.2%	41.8%	2.6%	42.6%	1.4%	6.2%	14.3%	14.3%	47.4%
State	496938	0.8%	5.4%	42.7%	11.5%	31.4%	1.5%	6.8%	12.7%	14.1%	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	22.7%	46%	26.3%	23.8%	51%	27.8%	-%	22.6%	60.4%
	District	41.6%	52%	40%	49.3%	51%	51%	36.9%	12%	41.9%
2019	School	16.9%	38.5%	12.5%	23.8%	48%	34.3%	-%	5.7%	44.4%
	District	40.8%	50%	39%	49.3%	51%	52%	36.4%	10.7%	36.2%



2021	School	11%	58%	25%	16%	50%	29%	3%	10%	48%
	District	38%	72%	47%	44%	63%	57%	24%	10%	32%

4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	84.4%	86%	85.1%

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	392	380	371
District	359	345	334

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
Heather Curtis	Principal
Mary Culpepper	Dean
Kelsey Wyatt	Counselor
Gloria Comfort	Pre-K Teacher
December Watts	Special Education Pre-K Teacher
Alecia Anderson, Gianna Enriquez, Felicia LeClaire	Kindergarten Teacher



Bailey Annear, Lindsey Franey, Gracie Hoke, Jeannie Sartoni	First Grade Teacher
Debbie Deach, Amy Kolbert, Julianne Prettyman, Isela Vizcarra	Second Grade Teacher
Erin Brown, Nelle Gama, Annie Ricks	Third Grade Teacher
Alurra Addington, Will Reeves	Fourth Grade Teacher
Kaityn Snyder, Jessica Strong	Fifth Grade Teacher
Michelle Burns, Sabrina Shaffer	Special Education Resource Teacher
Lisa DiNapoli	Learning Facilitator
Stacey Clark	EL Teacher
Betty Guerrero	Administrative Secretary
Toni Lix	F.A.C.E. Liaison
Christine Benson, Shaun Sanderson, Ana Maria Martinez, Karina Vazquez, Olga Barajas, Maria Ramirez	Parent(s)

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
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Open House	8/11/2021, 5:30pm		Having open house the first week of school was successful. Teachers would like to have a school kickoff BBQ before school begins to get the families information and students their supplies before the school year begins.
Event 2 Community Outreach Meeting	September 17, 2021	6 families 5 staff members	September – Annual Title I meeting & School Performance Plan. Data Review. Parents were genuinely concerned regarding the lack of progress and decline in proficiency on the ELA and Math SBAC. Many parents asked what ways they can support their students at home and what supports they will be receiving at school to increase proficiency. The parents were pleased with the student climate data and are looking forward to seeing an increase since all students are in the building this year and there is no on-site distance learning.
Community Outreach Survey	September 17, 2021 November 3, 2021		September – Parents indicated on the survey given after the Community Outreach session that there is a need for before and after school support for students. Parents proposed a ‘homework’ club would be beneficial since they feel they



		<p>are not able to help their students because they themselves do not understand.</p> <p>All parents identified that they are concerned that their student is so far behind, and they are worried that they will not get caught back up.</p> <p>One parent questioned how we will work with the Dilworth Middle school to make sure all students are ready to go to middle school.</p> <p>A request for uniforms was made by two parents stating they feel that this would help the students learn as they would not be focused on what others are wearing and be able to focus on learning.</p> <p>November – School Performance Plan</p> <p>A rough draft of the school performance plan was presented, and parents were pleased with the goals and feel that while they are lofty goals, they are attainable.</p>
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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
<p>Data Reviewed <i>Insert after Event 3</i></p>	<p>SBAC – ELA, Math, Science – 2021 proficiency data</p> <p>MAP Data – ELA Grades 1-3</p> <p>Brigance – Kinder Only</p> <p>Access Data – Spring 2021</p> <p>School City - Common ELA and Math Assessments – Grades K-5</p> <p>PLC data</p>	<p>How are our students performing across Social Emotional and Academic Development Competencies?</p> <p>Climate Survey – 2021 Grades 4&5</p> <p>Confidence to Learn – 51% favorable.</p> <ul style="list-style-type: none"> 53% of the students believe they are getting all they help they need with schoolwork right now. <p>Learning Quality – 77% Favorable.</p> <ul style="list-style-type: none"> 38% feel they are somewhat prepared for the next grade level. <p>Student Engagement – 72% Favorable</p> <ul style="list-style-type: none"> 57% feel that time seems to pass very quickly in their classes. <p>Counselor data</p> <p>SEL pre-survey - 3rd - 5th Grade</p>	<p>Weekly staff PLC meetings</p> <p>Formal and Informal teacher observations.</p> <p>Grade level pacing guides</p> <p>Grade level lesson plans.</p> <p>School wide professional development</p> <p>PLC data review</p> <p>PLC staff sharing of academic strategies.</p> <p>ELlevation curriculum and resources for EL students</p>



		<p>All percentages are favorable - the student either marked very easy or easy in responses.</p> <p>174 students surveyed:</p> <ul style="list-style-type: none">● SEL Skills: Relationship Skills - 69%● SEL Skills: Responsible Decision Making – 59%● SEL Skills: Self-Awareness of Emotions- 62%● SEL Skills: Self-Awareness of Self Concept - 54%● SEL Skills: Self-Management of Emotion - 44%● SEL Skills: Self-Management of Goals - 56%● SEL Skills: Self-Management of Schoolwork - 54%● SEL Skills: Social Awareness - 69%	
<p>Problem Statement <i>Insert after Event 3</i></p>	<p>Overall, ELA proficiency has decreased from 23.8% to 16% since 2018 on the SBAC assessment. Overall Math proficiency has decreased from 23.8% to 11.8% since 2018 on the SBAC assessment. The lack of focus on Tier I instruction is causing significant decrease in academic proficiency across all grade levels.</p>		



<p>Critical Root Causes <i>Insert after Event 4</i></p>	<p>Lincoln Park is working towards creating an authentic PLC process. Lincoln Park had an overall participation rate of 81% on the 2020-2021 SBAC assessment. Due to the pandemic, student exclusions have had a major impact in student learning. Due to this, Lincoln Park seems to be always in a perpetual Tier II cycle as a primary means of instruction. Due to COVID restrictions, small group interventions were not held with fidelity during the 2020-2021 school year and the MTSS structure was not implemented.</p>
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Part B

Student Success	
<p>School Goal 1: By June 2021, Lincoln Park will increase proficiency to 25% on the SBAC in the area of ELA. By June 2021, Lincoln Park will increase proficiency to 22% on the SBAC in the area of Math.</p> <p>*Smarter Balanced Assessment Consortium (SBAC)</p>	<p>STIP Connection: Goal 3: Students experience continued academic growth.</p> <p>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 1: Lincoln Park received the ESSER grant for the 2021-2022 school year. The use of these funds will hire an intervention teacher to support intervention instruction for grades K-5.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4- Demonstrates a Rationale): 4-Demonstrates a Rationale. MTSS and Interventions were not utilized during the 2020-2021 school year. The increased interventions will take time to determine its effectiveness.</p>	
<p>Intended Outcomes: The intervention teacher will be assisting students with grade level interventions. This will help support grade level teachers and ensure they are using the data from their Tier I instruction to create intervention activities</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Determine how many substitute days are available for the school year.</i> ● <i>Hire a long-term substitute that will commit to remaining at Lincoln Park for the duration of the school year.</i> ● <i>Identify specific students needing support and which students will be working with all teachers involved.</i> ● <i>Teachers identify the essential standards that each intervention group will be working on for 6-week periods of time.</i> 	



- *All intervention teachers track student data showing progress.*
- *At the end of the 6-week intervention cycle, students are assessed using a grade level assessment focusing on intervention standards to show growth.*

Resources Needed:

- *ESSER Grant Funding*
- *Commitment from a long-term sub to stay the duration of the school year.*
- *Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. Root causes were determined based on this data in order to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population. Please refer to Inquiry Area 1 (Student Success), Inquiry Area 2 (Adult Learning), and Inquiry Area 3 (Connectedness, when applicable) in the School Performance Plan for root causes that impact learning and achievement.*
- *School wide focus on cultural responsive teaching, having high expectations for ELs, as well as scaffolds and structures in place in classrooms for ELs to meet those expectations.*
- *School wide focus on cultural responsive teaching, having high expectations for ELs, as well as scaffolds and structures in place in classrooms for ELs to meet those expectations.*
- *Build all teacher capacity through professional learning opportunities that enhance teacher understanding of language development through WiDA framework, GLAD or ELlevation training.*
- *Appropriately provide purposeful planning for language in content subjects and scaffold using language rich strategies to provide ELs with access to content standards and grade level materials.*
- *Build teacher capacity for language development during Professional Learning Communities that allow for analysis of data and planning for language opportunities in content classrooms*
- *Use ELlevation platform (all ZOOM schools do) to purposefully plan for students*
- *Appropriately use EL teachers to support Tier 1 instruction through lens of language*
- *Language is not an intervention. EL teachers should be supporting ELs in Tier 1 instruction through whole group or small group instruction. Any pull out of students should be for Newcomers to accelerate language or provide explicit language instruction that supports Tier 1 content instruction.*
- *AP/Dean: “All School Performance Plans are tied directly to the needs assessment that each school conducts annually when creating a yearly plan. The needs assessment includes the NSPF, school data profiles, climate survey and a site-specific needs assessment from staff. The data drives instruction and is linked exclusively to the school goals, measurable objectives, action steps and budget. Title I schools in general show a higher risk index than most non-title schools which signals more supports and evidence-based interventions, specifically in ELA and MATH. Any resources or funding needed or used for professional development and curriculum and instruction are referenced in the needs assessment”.*



Challenges to Tackle:

- Finding a workspace for the intervention teacher to accommodate up to 12 students.
- Create a positive Teacher working relationship
- Ensure the ability to attend weekly PLC meetings with grade level teams.
- Covering classes when we are short a substitute within the building.

Improvement Strategy 1: The students on an IEP will receive Tier II instruction as well as Specially Designed Instruction within the resource room. Receiving Tier II instruction based on formative and common assessments will increase each student's ability to access and gain proficiency in Tier I instruction.

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

Intended Outcomes: The students on an IEP will receive Tier II instruction as well as Specially Designed Instruction within the resource room. Receiving Tier II instruction based on formative and common assessments will increase each student's ability to access and gain proficiency in Tier I instruction.

Action Steps:

- Create a schedule that includes small group interventions for Tier I based on Tier I needs as well as focused groups for Specially Designed Instruction.
- Identify the greatest academic need for all students on an IEP.

Resources Needed:

- Formative and Common Assessment data.



Challenges to Tackle

- **Being able to find the time for two separate groups for the students.**

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

English Learners: Use of home language survey for planning and assessment in curriculum documents and instruction.

Foster/Homeless: Provide additional resources and supports to the students' and families wraparound team. Communication between the counselor, teacher, and admin team.

Free and Reduced Lunch: Provision II Status: Schoolwide free breakfast and lunch regardless of COVID. Breakfast in the classroom.

Migrant: Coordinate with student accounting to ensure proper grade placement for students. Coordinate with the immigration center for translation/interpreting services.

Racial/Ethnic Minorities: Continued focus on Subgroup population in regard to district and state proficiency outcomes.

Students with IEPs: General Education and Special Education teachers focus on solid Tier I, Tier II and specially designed instruction to support rigorous instructional strategies.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<p>Data Reviewed <i>Insert after Event 3</i></p>	<p>SBAC – ELA, Math, Science – 2021 proficiency data</p> <p>MAP Data – ELA Grades 1-3</p> <p>Brigance – Kinder Only</p> <p>Access Data – Spring 2021</p> <p>School City - Common ELA and Math Assessments – Grades K-5</p> <p>PLC data</p>	<p>Parent Survey</p> <p>Student MGP and AGP SBAC Proficiency Data</p> <p>Climate Survey – 2021 Grades 4&5</p> <p>Confidence to Learn – 51% favorable.</p> <ul style="list-style-type: none"> 50% of student felt they were quite to extremely confident they could complete their schoolwork this month. 	<p>Master Schedule</p> <p>Strategic and purposeful scheduling across grade levels.</p> <p>PLC notes and data from grade level teams.</p>
<p>Problem Statement <i>Insert after Event 3</i></p>	<p>Overall ELA proficiency for students on an IEP has decreased from 12% to 0% since 2018 on the SBAC assessment. Overall Math proficiency for students on an IEP has decreased from 12% to 0% since 2018 on the SBAC assessment. Students receiving IEP services remain far below proficiency academically.</p> <p>Overall ELA proficiency for students receiving EL services has increased from 10% to 13% since 2018 on the SBAC assessment. Overall Math proficiency for students on an IEP has increased from 13% to 16% since 2018 on the SBAC assessment. Students receiving EL services remain far below proficiency academically.</p>		



<p>Critical Root Causes <i>Insert after Event 4</i></p>	<p>Lincoln Park is working towards creating an authentic PLC process. Lincoln Park had an overall participation rate of 81% on the 2020-2021 SBAC assessment. Due to COVID restrictions, small group interventions were not held with fidelity during the 2020-2021 school year and the MTSS structure was not implemented. Engagement Strategies and Differentiation differ across grade levels.</p>
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Part B

<h3 style="text-align: center;">Adult Learning Culture</h3>	
<p>School Goal 2: By June 2021, Students on an IEP will increase proficiency to 12% on the SBAC in ELA and Math. By June 2021, ELL students will increase proficiency to 20% on the ACCESS/WIDA assessment.</p> <p>*Smarter Balanced Assessment Consortium (SBAC)</p>	<p>STIP Connection:</p> <p>Goal 2: All students have access to effective educators.</p> <p>Goal 3: All students experience continued academic growth.</p> <p>Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.</p>
<p>Improvement Strategy 1: Lincoln Park will create and maintain authentic PLCs with the intention of building a collaborative culture focused on improving instruction to support student learning. Through this process, we expect to see student growth and achievement increase in all academic areas.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4- Demonstrates a Rationale): 3 – Promising</p>	
<p>Intended Outcome:</p> <ul style="list-style-type: none"> • Pacing will be consistent within each grade level. Teacher will teach the same content daily. • Use of common assessments to drive instruction. • Increase rigor within Tier I instruction. • Increase student proficiency among grade levels. 	

**Action Steps:**

- **Grade level teams will meet for one hour block of time weekly within the school day.**
 - **Common planning to ensure the pacing and essential standards are consistent among grade levels using the scope and sequence within the adopted instructional materials.**
 - **Review assessment data for purpose of reteaching, extension, and interventions.**
- **Whole staff PLC weekly during Wednesday early release.**
 - **Review upcoming common assessments, review results, and create reteach/extension activities.**
- **Focus on the PLC Four Guiding questions.**
- **Use of the SBAC interim assessment prompts within instruction to increase exposure to vocabulary and the assessment structure.**

Resources Needed:

- **Formative and Common Assessment data.**
- **Use of a district assessment tracking tool.**
- **Requesting assistance from the Title I School Performance Support Facilitator**
- **Pacing Guides**
- **SMART Goals**
- **Lesson Plans**

Challenges to Tackle

- **School City is not user friendly for new teachers.**
- **K-1 assessments are time consuming.**

Improvement Strategy 2:

- **The Learning Facilitator will focus on coaching and modeling opportunities with teachers to increase overall Tier I instruction and assist in the design of Tier II interventions.**
- **The English Language teacher will provide modeling of ELlevation strategies that focus on engagement and differentiation for all learners**

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

Intended Outcome:

- **The Learning Facilitator will meet with grade level teams and individual teacher to coach, model, and provide continuous support with Tier I instruction. This will increase focused discussion and implementation of Tier I curriculum and highly effective teaching**



strategies.

- The English Language teacher will provide resources for teachers to use during instruction that support all students, including English language learners.

Action Steps:

- The Learning Facilitator will work with grade level teams and individual teachers on the implementation and differentiation of strategies during Tier 1 instruction.
- The Learning Facilitator will provide support through grade level team meetings, coaching, modeling strategies and/or co-teaching opportunities.
- Teachers receive instructions on how to use the ELlevation Website.
- The English Language teacher will present strategies to the staff during professional development.

Resources Needed:

- Login information for the ELlevation website
- Structured time during weekly grade level PLC's, Wed. early release, and individual teacher meetings with the Learning Facilitator

Challenges to Tackle

- Limited time during weekly grade level PLC's and Wed. early release.
- Adding to the number of things that teachers already must complete.

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

English Learners: Use of home language survey for planning and assessment in curriculum documents and instruction.

Foster/Homeless: Provide additional resources and supports to the students' and families wraparound team. Communication between the counselor, teacher, and admin team.

Free and Reduced Lunch: Provision II Status: Schoolwide free breakfast and lunch regardless of COVID. Breakfast in the classroom.

Migrant: Coordinate with student accounting to ensure proper grade placement for students. Coordinate with the immigration center for translation/interpreting services.

Racial/Ethnic Minorities: Continued focus on Subgroup population in regard to district and state proficiency outcomes.



Students with IEPs: General Education and Special Education teachers focus on solid Tier I, Tier II and specially designed instruction to support rigorous instructional strategies.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed <i>Insert after Event 3</i>	School Climate Data WCSO BIG Absenteeism dashboard WCSO BIG Average Daily Attendance (ADA) tracking	Teacher Attendance Individual teacher interviews – Spring 2021	School Improvement Plan Event 2 Outreach data – Lincoln Park parent survey results Parent input at the monthly Second Cup of Coffee
Problem Statement <i>Insert after Event 3</i>	The Student Climate Survey overall student engagement indicated that 28% of our students do not feel engaged in school.		
Critical Root Causes <i>Insert after Event 4</i>	Overall Chronic Absenteeism for students Kindergarten through 5 th grade was 31% for the 2021-2022 school year. Students identified in the subgroup CIT had an overall chronic absenteeism of 61%, the highest of all subgroups. Student engagement during the 2021-2022 school year was difficult overall for all students attending both in-person and on distance learning. Only 22% of Distance learning students felt a sense of connection to the school. Covid-19 mitigation measures made it difficult for students to see one another (e.g. masks) and therefore learn one		



another’s names. Additionally, small groups were discouraged to maintain physical distancing between students. This decreased the opportunities for students and staff to build relationships in small groups.

Part B

Connectedness

School Goal 3: By June 2022, Student Chronic Absenteeism rate will be reduced to no more than 14% (the pre-pandemic level).

By June 2022, parent participation in monthly school family engagement events will increase by 50% participation.

STIP Connection:

Goal 3: All students experience continued academic growth.

Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

Improvement Strategy 1:

The school will celebrate students with appropriate attendance through ROAR awards and student recognition.
The school will institute site based 20-day monitors for students that are identified as chronically absent.
The school will provide resources to parents to help support their students decrease student attendance issues.

Insert after Event 4

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

Intended Outcomes:

- **The number of students identified as chronically absent will decrease.**
- **Student achievement will increase due to the students attending school consistently.**

Action Steps:

- The dean of student will monitor student attendance by running weekly attendance reports.



- The dean of students will communicate with parents regarding student 20-day monitors.
- The attendance clerk will call daily for all students whose attendance is not verified for that day.
- Create a reinforcement system for students regarding attendance and progress.
- Home Visits

Resources Needed:

- **Infinite Campus attendance reports**
- **Attendance letters and 20-day monitor paperwork**
- **Staff training to align procedures**

Challenges to Tackle:

- **Parents not disclosing the actual reason for an absence**
- **Incorrect phone numbers and addresses in Infinite Campus.**
- **Time to complete all tasks regarding attendance within the school day**

Improvement Strategy 2:

**The school increase communication to parents/guardians regarding dates and times of events at the school.
The school will vary the times of events to accommodate more parent/guardians to attend.
Combine events that are informational and social to increase participation.**

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

Intended Outcome:

The number of parent/guardians attending events will increase.

Action Steps:

- **Have family engagement opportunities during the morning and evening times.**
- **Use ConnectEd, Class Dojo and IC Messenger to communicate with families**
- **Update the reader board more frequently**
- **Update the website calendar more frequently**



Resources Needed:

- Time
- Updated contact information for all families
- Align activities with Parent University
- Provide snacks and drinks during events

Challenges to Tackle

- Parent work schedules
- Not overwhelming staff with numerous events

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

English Learners: Use of home language survey for planning and assessment in curriculum documents and instruction.

Foster/Homeless: Provide additional resources and supports to the students’ and families wraparound team. Communication between the counselor, teacher, and admin team.

Free and Reduced Lunch: Provision II Status: Schoolwide free breakfast and lunch regardless of COVID. Breakfast in the classroom.

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Students with IEPs: General Education and Special Education teachers focus on solid Tier I, Tier II and specially designed instruction to support rigorous instructional strategies.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current	Purpose(s) for which funds are	Applicable Goal(s)
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	School Year	used	
General Budget	\$85,268	Operating <ul style="list-style-type: none">• Library Books• Printing• General supplies• Non-Tech Inventory Professional Development	Student Success Adult Learning Connectedness
Title I	\$157,560	FACE Dean of Students Roving Substitute Student Supplies Professional Development	Student Success Adult Learning Connectedness
ESSER Grant	\$13,500	Long Term Intervention teacher	Student Success Adult Learning Connectedness