



WCSD

Archie Clayton Middle School

2021-2022 School Performance Plan:

A Roadmap to Success

Clayton Middle 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 Rhonda Turnipseed for more information.

Principal: Rhonda Turnipseed

School Website:

Email: rhonda.turnipseed@washoeschools.net

Phone: 775-746-5860

School Designations: Title I CSI TSI ATSI Zoom Victory



Directions (delete prior to posting to school website): The School Performance Plan (SPP) is intentionally designed to be filled out as Continuous Improvement (CI) Teams complete Events 1-5. The directions in each section note at what point the CI Team should fill in the table. After being submitted, schools will continue to use this document throughout the year to inform resources, strategies, and other school efforts through progress monitoring and assessment of goals outlined in this SPP.

School Information

Directions (delete prior to posting to school website): Update the tables below with information from the [Nevada Accountability Portal](#). This can be done after Event 1.

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 [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	703	0	6	38	4	40	2	10	16	8	42
District	#	1	4	44	2	41	1	6	15	11	48
State	#	4%	5.5%	38.2%	4.0%	39.6%	2.2%	10%	16.4%	8.4%	42.2%

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	42	49	42.6	53	49	55.2	57	10.2	49.1
	District	40	52	40	49.3	51	51	36.9	12	49.9
2019	School	46.1	53	44.7	59.8	52	58	56	18.6	42
	District	40.8	50	39	49.3	51	52	36.4	10.7	36.2
2020	School	25	na	na	43	na	na	43	10	32



	District									
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4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	NA	NA	NA
District	NA	NA	NA

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	352	332	319
District	359	345	334

School Continuous Improvement (CI) Team

Directions (delete prior to posting to school website): Complete the table below by listing the names and roles of the members of your school's CI team. A CI team is most effective when it includes members with a range of perspectives and backgrounds that represent the diversity of the school. Update prior to Event 1.

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
Rhonda Turnipseed	Principal(s) (required)
Leslie Shults, Nathan Tanner	Other School Leader(s)/Administrator(s) (required)
Ryan Icanberry, Nadyne Burra	Teacher(s) (required)
Julie Klink	Paraprofessional(s) (required)
Joe Sambrano	Parent(s) (required)
	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
Janet Roberts, Kelsey Sabo	Specialized Instructional Support Personnel (if appropriate)
*Add rows as needed	



School Community Outreach

Directions (delete prior to posting to school website): Complete the table below by listing events held where you engaged the school community (e.g., parents, students, local non-profits). Key takeaways may include themes heard during event 2 and/or community reactions to data presented. Each school is required to host at least one outreach session. Update after Event 2 and as your CI Team continues to engage with the community about your progress.

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
Back to School Night	September 16th	50+	Favored strategies to close gap
Monthly Parent Night/ PTC	3 rd Thursdays	TBD	Shared SPP goals
Spring Student Led conferences	Spring	TBD	Exit slips



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.

Directions (delete prior to posting to school website): The tables on the following pages are designed to be filled out as teams complete Events 3 and 4. The remaining work should be completed during Event 5 with your school's CI Team. A review of this table will allow for an outsider to understand your team's journey to establishing your school goals. See below for additional guidance.

Data Reviewed - Copy and paste data that was used during Event 3's Data Analysis & Needs Assessment Dialogue.

Problem Statement - Copy and paste your Problem Statement(s) from Event 3's Data Analysis & Needs Assessment Handout.

Critical Root Causes - Copy and paste your Critical Root Causes from Event 4's Root Cause Analysis Handout.

Goal - Copy and paste your goals from Event 3's Data Analysis & Needs Assessment Handout that the school will focus on to drive improvement efforts.

STIP Connection - Identify how the school goal is aligned to Nevada's STIP Goals. Simply insert Goal 1, 2, 3, 4, 5, or 6. Definitions and more information about STIP Goals can be found [here](#).

Improvement Strategies - Copy and paste your Potential Solutions (Improvement Strategies) from Event 4's Root Cause Analysis Handout. If needed, use time during Event 5 to develop additional Improvement Strategies that are aligned to the goal and critical root causes.

Evidence Levels - Identify the effectiveness of the Improvement Strategies. To do this, the school will list the level of evidence that the Improvement Strategy meets, in alignment with Every Student Succeeds Act (ESSA) definitions of evidence-based interventions (see Appendix 5 in Continuous Improvement Guidance document for additional information and resources).

Intended Outcomes - Identify the expected outcomes for each of the identified Improvement Strategies when implemented.

Action Steps - Identify the actions that need to be taken for each improvement strategy to achieve the Intended Outcome(s).

Resources Needed - Identify the resources needed to implement the Improvement Strategies and Equity Supports to achieve the Intended Outcomes.

Challenges to Tackle - Identify any obstacles that may exist and need to be addressed to achieve the Intended Outcomes.

Equity Supports - Identify the supplemental strategies your school will implement to support learning and growth for all students as it pertains to the specific School Goal.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	SBAC Observation data Needs Assessment survey data ELPA/WIDA scores EL Exit rates IEP data and placement data Climate survey data Common math assessments PLC data Common formative assessments	Climate survey SEL lesson documents Second Step Curriculum Counselor data	SBAC Observation data Needs Assessment survey data Common math assessments PLC data Common formative assessments New curriculum for EL Academic Language Development courses from ELD department
Problem Statement	Clayton Middle School has been increasing overall proficiency in ELA, Math and Science prior to the pandemic, however, the catch up in subgroups of IEP and EL needs to increase. There is a need to focus on subgroups such as students identified in the IEP and EL subgroups.		
Critical Root Causes	Clayton Middle School has had a lack of focus on strengthening Tier I core content area literacy and instructional strategies for all students. Lack of a focus on professional learning communities, understanding for implementing a rigorous curriculum, and aligning grade level standards to assessment has also contributed to the need for focuses on Tier I instruction. Language and literacy strategies fail to engage all levels of learners. Clayton staff should ensure that they are providing the needed supports for all sub-groups in order to see more growth.		

Part B

Student Success	
School Goal: All students will access Tier I curriculum through high quality and rigorous instruction enriched with language strategies and improve student achievement in reading, mathematics, and science by two	Aligned to Nevada's STIP Goal: Goals 1, 2, 3, 4, 5, and 6



percent (2%) in each content as measured by student achievement and growth in alignment with SBAC results.	
Improvement Strategy: <i>Insert after Event 4</i> <i>Teaming and co-teaching with EL and Special Education populations</i> <i>Block schedule with built-in collaboration and pd time (4x4 block with 80 minutes) EL strategies and common assessments center of PLCs</i> <i>Consistent PLC cycle with common assessment data driving strategies and evaluation</i> <i>Enrichment class explicit teaching of executive functions and Social Emotional Skills</i> <i>Utilize grant funding to create additional MTSS, SEL and family engagement supports including restorative practices.</i> Evidence Level 4	
Intended Outcomes: <i>Insert after Event 4</i> <i>With improved Tier I instruction, teaming and more inclusive practices like co-teaching and access to grade level curriculum and common formative assessments, students will increase on Math Science and ELA SBAC by 2 percentage points.</i>	
Action Steps: <ol style="list-style-type: none">1. Design master schedule to include teaming for more connectedness and tight MTSS Process2. Utilize ELD model to have EL teacher coach all departments in each domain-once each quart measured by common assessments3. Ongoing monthly professional development on research-based instructional strategies, including high-yield strategies that influence the maximum use of language in all core content.4. Ongoing specialized and targeted professional development for special education teachers.5. Continued PLC practices in all core departments6. Hire Family Engagement and MTSS specialist and utilize Student Led Conferences and family Data Nights7. Implement “The Cub Den” for SEL and Learning support8. Provide after school tutoring	
Resources Needed: <i>Insert during Event 5</i> <ol style="list-style-type: none">1. Monthly teaching EL strategies (Ongoing)2. Special Education to train all teachers on use of system. Access to technology (scanner, projector, computers). (Ongoing, starting in August 2021; department PLC once a month) Co-teaching professional development3. Site leadership to spend one hour each month after school to discuss data and alignment (IL stipend)4. Data days for code departments to review data, build assessments (Grant \$)	



People: Implementation Coach, core content teachers, and Special Education teachers (general budget, Rally grant) and intervention teachers

Time: PLC minutes and classroom observation data will be used to monitor implementation. These programs will be utilized throughout the school year.

Materials: GoMath (District funded), ELLevations (District funded), after school tutoring (grant), (District funded), Lexia (District funded), Dreambox (WCSD funded), Thinking classroom (grant funded)

Technology – ActiveBoards and Student laptops/devices (district, General funded)

Challenges to Tackle:

- Regression from previous years
- Lack of data from previous years to gauge baselines

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

English Learners: English Learners: Focused teacher professional development on EL strategies; All students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Curriculum includes the use of the following strategies and programs: GoMath, ELLevations, after school programming, NGSS, Lexia PowerUp, and Dreambox. EL teacher/coach will work with each department to develop common assessments in each domain with one domain focus per quarter. Master schedule is set up for teaming and PD to occur during prep time as we are on 4X4 block with 80 minutes.

Foster/Homeless: Counselor and Safe Schools Professional Liaison check-ins; Community partnerships; all students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Curriculum includes the use of the following strategies and programs: GoMath, ELLevations, after school programming, NGSS, Lexia PowerUp, and Dreambox. MTSS specialist provides high interest readers and supports to families to help students increase proficiency on SBAC.

Free and Reduced Lunch: Counselor and Safe Schools Professional check-ins; Community partnerships; All students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Curriculum includes the use of the following strategies and programs: GoMath, ELLevations, after school programming, NGSS, PLTW, EnVision, Lexia PowerUp, and Unique. MTSS specialist desegregated data and utilizes grant money to purchase and organize high interest readers and supports families with data nights to help students increase proficiency on SBAC.



Racial/Ethnic Minorities: Focused teacher professional development on EL strategies; All students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Curriculum includes the use of the following strategies and programs: GoMath, ELLevations, after school programming, NGSS, Lexia PowerUp, and Dreambox.

Students with IEPs: Lexia and supports; SSTS classes, co-taught classes; Peer to peer observations to learn new differentiation strategies; Focused teacher professional development on EL strategies; All students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Curriculum includes the use of the following strategies and programs: GoMath, ELLevations, after school programming, NGSS, Lexia PowerUp, and Dreambox.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	SBAC Observation data Needs Assessment survey data ELPA/WIDA scores EL Exit rates IEP data and placement data Climate survey data Common math assessments Counselor data PLC data Common formative assessments	SBAC Observation data Needs Assessment survey data ELPA/WIDA scores EL Exit rates IEP data and placement data Climate survey data Common math assessments Counselor data PLC data Common formative assessments	SBAC Observation data Needs Assessment survey data ELPA/WIDA scores EL Exit rates IEP data and placement data Climate survey data Common math assessments Counselor data PLC data Common formative assessments
Problem	Clayton Middle School has been increasing overall proficiency in ELA, Math and Science prior to the pandemic, however, the		



Statement	catch up in subgroups of IEP and EL needs to increase. There is a need to focus on subgroups such as students identified in the IEP and EL subgroups.
Critical Root Causes	Clayton Middle School has had a lack of focus on strengthening Tier I core content area literacy and instructional strategies for all students. Lack of a focus on professional learning communities, understanding for implementing a rigorous curriculum, and aligning grade level standards to assessment has also contributed to the need for focuses on Tier I instruction. Language and literacy strategies fail to engage all levels of learners. Clayton staff should ensure that they are providing the needed supports for all sub-groups to see more growth.

Part B

Adult Learning Culture	
<p>School Goal: All teachers will participate in professional learning communities centered around adult and student learning. Elements of the PLCs will include collaboration, data-driven results, and a focus on learning rather than teaching. All work around identifying standards, pacing and planning, unwrapping standards, creating assessments, and reviewing data to drive instruction and interventions will be based on the four main questions from the PLC model. Co-teaching and coaching (EL and Special Education), teaming and block schedule centers around this collaborative effort.</p>	<p>STIP Connection: Goals 1, 2, 3, 4, 5, and 6</p>
<p>Improvement Strategy:</p> <ol style="list-style-type: none"> 1. Ongoing monthly professional development on research-based instructional strategies, including high-yield strategies that influence the maximum use of language in all core content. 2. Ongoing specialized and targeted professional development for special education teachers. 3. Continued PLC practices in all core departments. 4. Co-teaching and coaching model along with block schedule and teaming model 5. Enrichment Classes to support executive function and SEL <p>Evidence Level -4</p>	



Intended Outcomes: All teachers will participate in professional learning communities centered around adult and student learning. Elements of the PLCs will include collaboration, data-driven results, and a focus on learning rather than teaching. All work around identifying standards, pacing and planning, unwrapping standards, creating assessments, and reviewing data to drive instruction and interventions will be based on the four main questions from the PLC model.

Action Steps:

1. Ongoing monthly professional development on research-based instructional strategies, including high-yield strategies that influence the maximum use of language in all core content.
2. Ongoing specialized and targeted professional development for EL and special education teachers.
3. Continued PLC practices in all core departments.

Resources Needed:

1. Monthly teaching strategies EL focus during all staff PLC (Ongoing, starting September 2021)
2. Special Education to train all teachers on use of system. Access to technology and co-teaching (scanner, projector, computers). (Ongoing, starting in August 2021)
3. Site leadership to spend one hour each month after school to discuss data and alignment (general funds)
4. Data days for core departments to review data, build assessments (grant funded sub days)

People: ELD Coach, core content teachers, and Special Education teachers (general budget) and intervention teachers (Rally grant budget)

Time: PLC minutes and classroom observation data will be used to monitor implementation. These programs will be utilized throughout the school year.

Materials: GoMath (District funded), ELLevations (District funded), after school program (grant funded), Dreambox (District funded), Lexia (District funded), Thinking Classroom (grant funded).

Technology – ActiveBoards and Student laptops/devices (General funded)

Challenges to Tackle:

Lack of sufficient schoolwide data and trends from previous years

Accelerated implementation of PLCs and collaboration with EL for common assessment data to drive instruction



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

English Learners: English Learners: Focused teacher professional development on EL strategies; All students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Curriculum includes the use of the following strategies and programs: GoMath, ELLevations, after school programming, NGSS, Lexia PowerUp, and Dreambox. EL teacher/coach will work with each department to develop common assessments in each domain with one domain focus per quarter. Master schedule is set up for teaming and PD to occur during prep time as we are on 4X4 block with 80 minutes.

Foster/Homeless: Counselor and Safe Schools Professional Liaison check-ins; Community partnerships; all students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Curriculum includes the use of the following strategies and programs: GoMath, ELLevations, after school programming, NGSS, Lexia PowerUp, and Dreambox. MTSS specialist provides high interest readers and supports to families to help students increase proficiency on SBAC.

Free and Reduced Lunch: Counselor and FACE Liaison check-ins; Community partnerships; All students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Curriculum includes the use of the following strategies and programs: GoMath, ELLevations, after school programming, NGSS, PLTW, EnVision, Lexia PowerUp, and Unique. MTSS specialist desegregated data and utilizes grant money to purchase and organize high interest readers and supports families with data nights to help students increase proficiency on SBAC.

Racial/Ethnic Minorities: Focused teacher professional development on EL strategies; All students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Curriculum includes the use of the following strategies and programs: GoMath, ELLevations, after school programming, NGSS, Lexia PowerUp, and Dreambox.

Students with IEPs: Lexia and supports; SSTs classes, co-taught classes; Peer to peer observations to learn new differentiation strategies; Focused teacher professional development on EL strategies; All students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Curriculum includes the use of the following strategies and programs: GoMath, ELLevations, after school programming, NGSS, Lexia PowerUp, and Dreambox.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Student Climate Survey Enrichment data Student Survey of Needs Course Requests Team Building Activities Surveys	<i>Staff Climate Survey</i> <i>PLC Agenda Notes/observation</i> <i>Parent Teacher Club</i> <i>Site Leadership Meetings</i> <i>Team Leads Meetings</i> <i>Counselor Meetings</i> <i>Surveys</i>	<i>School Calendar</i> <i>Counselor Meetings</i> <i>Safe Schools Professional</i> <i>MTSS Specialist</i> <i>Family Engagement Specialist</i> <i>Parent Teacher Club</i> <i>Surveys</i>
Problem Statement	Clayton Middle School has been increasing overall proficiency in ELA, Math and Science prior to the pandemic, however, the catch up in subgroups of IEP and EL needs to increase. There is a need to focus on subgroups such as students identified in the IEP and EL subgroups.		
Critical Root Causes	Clayton Middle School has had a lack of opportunities for families to come in and participate in learning. There are also assumptions on behalf of the school in terms of responsibility of parents and involvement or participation in school or learning.		

Part B

Connectedness	
<p>School Goal: Clayton Middle School will provide one academic-focused family engagement evening event through in-person student-led conferencing. A virtual open house option to share school data will take place in September. Clayton MS will also conduct at least two additional family engagement events during the year to celebrate student successes and progress and inform/connect with families. During these events, parents learn about school-wide and/or individual student achievement data. Site leadership comprised of</p>	<p>STIP Connection: Goals 1, 2, 3, 4, 5, and 6</p>



Clayton staff and parent volunteers will be supported on how to teach students how to communicate effectively with their parents about achievement data and how students and their parents can monitor learning progress. All students will be invited to attend to gain an optimal attendance. The school's goal is 100 percent participation, either in person or virtually with Student Led conferences measured by evaluation exit slips. Artifacts to collect information on attendance and topics will include sign in sheets and end-of-event evaluations. Additionally, an increase of 50 percent on sense of connectedness on the student climate survey.

Improvement Strategy:

1. Teachers will facilitate a student-led data conference between students and families.
2. Clayton staff will print goal setting sheets and appropriate reports for students to use in knowing/understanding their own achievement data as well as to prepare to share the data with their parent/guardians.
3. Family engagement events will be scheduled and communicated to families using ConnectEd phone calls, newsletters/fliers, broadcast announcements, and the school website.
4. Various resource rooms including: Infinite Campus (IC) and Community Partners will be set up to allow families to learn more about school efforts.
5. Attendance will be tracked and exit tickets will be collected to measure impact and next steps for engaging families more effectively in the future

Evidence Level

4

Intended Outcomes:

Clayton Middle School will provide two academic-focused family engagement evening events through in-person student-led conferencing. A virtual option will be offered after the event. Clayton will also conduct at least two additional family engagement events during the year to celebrate student successes and progress. During these events, parents learn about school-wide and/or individual student achievement data. Site leadership comprised of Clayton staff and parent volunteers will be supported on how to teach students how to communicate effectively with their parents about achievement data and how students and their parents can monitor learning progress. All students will be invited to attend to gain an optimal attendance. The school's goal is 100 participation in Student Led Conferences. Artifacts to collect information on attendance and topics will include sign in sheets and



end-of-event evaluations.

Action Steps:

1. Teachers will facilitate a student-led data conference between students and families.
2. Clayton Enrichment and Family engagement Specialist staff will print goal setting sheets and appropriate reports for students to use in knowing/understanding their own achievement data as well as to prepare to share the data with their parent/guardians.
3. Family engagement events will be scheduled and communicated to families using ConnectEd phone calls, newsletters/fliers, broadcast announcements, and the school website.
4. Various resource rooms including: Infinite Campus (IC) and Community Partners will be set up to allow families to learn more about school efforts.
 5. Attendance will be tracked and exit tickets will be collected to measure impact and next steps for engaging families more effectively in the future

Resources Needed:

People: Clayton Staff, Family School Partnerships, site Safe Schools Professional liaison

Time: Early Release Wednesdays, Prep Time, Evening event times (Slot Pay and Grant pay)

Materials: BIG Reports, Printing, ConnectEd, fliers/newsletters, Posters, Invitations to families

Funding: Grant and General Budget

Challenges to Tackle:

- *Funding*
- *Time*
- *Participation rate*
- *Social distancing concerns*

Improvement Strategy: *Insert after Event 4*

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

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

English Learners: Counselors and Safe Schools Professional Liaison available for ongoing family support; Translation services will be offered through the school and Parent University; All students and families will be invited to attend. Communication will be in the families' native languages and through diverse means (i.e., phone calls, flyers, ConnectEd, on social media) to ensure adequate messaging and participation.



Foster/Homeless: Counselors and Safe School Professional Liaison available for ongoing family support; All students and families will be invited to attend. Communication will be in the families’ native languages and through diverse means (i.e., phone calls, flyers, ConnectEd, on social media) to ensure adequate messaging and participation.

Free and Reduced Lunch: Counselors and FACE Liaison available for ongoing family support; All students and families will be invited to attend. Communication will be in the families’ native languages and through diverse means (i.e., phone calls, flyers, ConnectEd, on social media) to ensure adequate messaging and participation.

Migrant: N/A

Racial/Ethnic Minorities: Counselors and FACE Liaison available for ongoing family support; Translation services will be offered through the school and Parent University; All students and families will be invited to attend. Communication will be in the families’ native languages and through diverse means (i.e., phone calls, flyers, ConnectEd, on social media) to ensure adequate messaging and participation.

Students with IEPs: All students and families will be invited to attend. Communication will be in the families’ native languages and through diverse means (i.e., phone calls, flyers, ConnectEd, on social media) to ensure adequate messaging and participation.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Directions (delete prior to posting to school website): List the funding sources your school currently receives and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I, Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal/district funds.

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>Insert during Event 5</i>	<i>Insert during Event 5</i>	<i>Insert during Event 5</i>	<i>Insert during Event 5</i>
General Funding	65,000	Co-teaching and Teaming	
Rally Grant	240,000	Restorative, SEL, MTSS, academic make-up	
ESSER III	30,000	Academic support, SEL	

