



Clark County School District

Robert L. Taylor Elementary

School Performance Plan: A Roadmap to Success

Robert L. Taylor Elementary 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: Kimberly Basham

School Website: roberttaylortigers.org

Email: bashaks@nv.ccsd.net

Phone: 702-799-8950

School Designations: ☒ Title I ☒ MRI ☐ CSI ☐ TSI ☐ ATSI

Our SPP was last updated on 2/7/2025.



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/robert_l._taylor_elementary_school/2024/nspf.

More Restrictive Interventions (MRI) Essentials Identified in the SPP: Roadmap

MRI Essential 1: Conduct comprehensive needs analysis to identify root causes.

MRI Essential 2: Identify strategies and create action steps to address root causes.

MRI Essential 3: Monitor the implementation progress of strategies and action steps.

MRI Essential 4: Implement school/District-initiated professional learning connected to action steps.

MRI Essential 5: Implement multi-tiered systems of support (MTSS) school-wide.

MRI Essential 6: Utilize SEA-provided professional learning in daily instruction.

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
Kimberly Basham	Principal(s) (required)
Melissa Leicht	Other School Leader(s)/Administrator(s) (required)
Mindy Schlueter Roger Caballero Lovely-ness Valdez Chris Rhea Danielle DeBonis Nancy Axile Cheyenne Newman Talore Miller Melissa Murphy Teresa O'Shea Amy Hirsbrunner	Teacher(s) (required)



Estella Trotter Owen Fass	
Cheryl Carlson	Paraprofessional(s) (required)
AnneMarie Walker JaiCee Gillespie	Parent(s) (required)

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
CIP Meeting (Leadership Team Meeting)	2024-2025	Reviewed last year's goals, most current data, held discussion on the modification of the goals and strategies for all inquiry areas for the 2024-2025 school year.



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 (MRI #1)	MAP, SBAC	Panorama, CCSD Survey	Classroom observations Lesson Plans
	<i>Areas of Strength: low proficiency but students demonstrated growth on the NSPF.</i>		
	<i>Areas for Growth: Student data shows a majority of students are not meeting projected growth in math and reading looking at MAP Growth Assessments.</i>		
Problem Statement (MRI #1)	<i>The math curriculum is 2 years old and the reading curriculum is new and teachers have not mastered effective Tier I instruction in reading, and the use of varied grouping strategies designed to meet students' needs has not been consistently implemented.</i>		
Critical Root Causes (MRI #1)	<i>Teacher content knowledge has improved in math considerably over the past 2 years but it is limited in reading and the effective delivery of Tier I instruction along with a lack of student attendance contributes to low growth and achievement.</i>		

Part B

Student Success	
School Goal: School Goal #1: We will increase the percentage of students meeting projected growth in Math from 56% in Winter 2023 to 62% in Winter 2024 as measured by the MAP Assessment.	Aligned to Nevada's STIP Goal: 3



School Goal #2: We will increase the percentage of students meeting projected growth in ELA from 42% in Winter 2023 to 48% in Winter 2024 as measured by the MAP Growth Assessment. UPDATE FROM WINTER REVIEW School Goal #1: We will increase the percentage of students meeting projected growth in Math from 60% in Winter 2024 to 65% in Winter 2025 as measured by the MAP Assessment. School Goal #2: We will increase the percentage of students meeting projected growth in ELA from 41% in Winter 2024 to 45% in Winter 2025 as measured by the MAP Growth Assessment.	
(MRI #2) Improvement Strategy: Implement Tier I instruction using the adopted curriculum in alignment with the pacing guides; post and communicate the learning intentions and student success criteria aligned to the standards.(MRI #5) Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Envisions 2.0 (3)</i>	
Intended Outcomes: Students will show an increase in meeting projected growth on the MAP Growth Assessment.	
(MRI #2) Action Steps: ● (MRI #4) Professional learning on where to access pacing calendars, and how to unwrap topics, etc. ● (MRI #4) Professional learning provided by the Curriculum and Instruction Division (math) ● Purposeful planning using the District’s pacing guides ● Instruction is logically sequenced across multiple lessons to ensure a comprehensive understanding of the major concepts and skills of the standard(s). ● (MRI #5) Instruction is planned with scaffolds in which skills and concepts build upon one another with increasing rigor while maintaining high expectations for all students. ● Students self-monitor their own learning by knowing whether the strategies they are using are effective and what to do when their learning breaks down.	
Resources Needed: ● MHM Into Reading ● Lexia ● Amplify Science	



- Accelerated Reader and Applecore Reading
- Envisions 2.0 materials
- Exact Path
- Edulastic
- ST Math
- *Pacing Guides and Teacher Clarity Guides*
- 95 Core Tier I and Tier II
- Fastbridge
- Instructional walks/rounds
- *Tier I for attendance/behavioral support: PBIS Expectations Matrices for Students & Staff as well as Acknowledgement Matrices for how we will reward and incentivize staff and students for following those expectations. We also provide instruction of the principles of effectiveness through The Leader In Me, a curriculum that teaches the 7 Habits of Highly Effective People to all students and staff.*
- *Tier II: PBIS and SBIT - through a referral system, students are referred for additional supports for academics, behavior, SEL, food, clothing, and other basic needs, to include attendance issues as attendance data is reviewed in weekly SBIT meetings.*
- *Tier III: IMPACT - for those students qualifying for Tier III for behavior, social, emotional, and mental support to improve daily attendance.*

Challenges to Tackle:

- Chronic trauma - 100% of our students live in chronic trauma environments. Chronic trauma rewires the brain and therefore, becomes a challenge in the school environment. In order to address these effects, we follow a trauma-informed model of MTSS for students and staff. Tier I is identified through PBIS matrices and incentives, Tier II is identified through a referral process both through the MTSS flowchart and through the SBIT (Site Based Intervention Team) referral system. In Tier II, students receive services based on need through a variety of means: school counselors, Communities In Schools, Tier II Behavior Incentive Systems, etc. Tier III is identified through the data collected in Tier I and Tier II and through referrals to SBIT. Tier III Services are provided through IMPACT, a mental health services team that provides therapeutic services to students during the school day to combat the effects of trauma and increase on-task academic learning time for students.
- Due to the chronic trauma and behavior that occurs, learning strategists are often responding to crisis in the classroom. This limits their ability to be in classrooms to the degree that is needed and desired by staff. Therefore, we have added Campus Security Monitors and advertised additional counselors to support this effort and ensure that strategists' time is protected for instruction.
- Student attendance; incentivise attendance through the Attendance Intervention Plan that is also managed and monitored by the SBIT.
- Scheduling PL opportunities during Staff Development Days for both academic Tier I strategies and for SEL trauma-informed components to support both academic and SEL components for students. The team develops a PL calendar and ensures it is implemented.
- Knowledge of effective math instruction; differentiate support using coaches and instructional rounds

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



English Learners:

- Implement Tier I instruction using the adopted curriculum with embedded ELL strategies and supports in alignment with the pacing guides in ELA and Math to provide ELLs access to high-quality instruction and equitable learning experiences for ELLs.
- Post, communicate, and engage ELL students with the learning intentions and student success criteria aligned to the standards in ELA and Math so that ELLs know what they are learning, why they are learning it and how they know they have learned it.
- Participate in weekly PLCs Focused on Tier I Instruction in Math and ELA and ensure that ELL data is reviewed and that lesson plans include scaffolds, spirals, and supports for ELLs to ensure language growth and content mastery for each ELL student.
 - Weekly review of lesson plans, Weekly review of PLC agendas, Classroom observations, Focal Point Tier I Monitoring Tool
 - LETRS Training to build the capacity staff to select appropriate reading strategies to implement for ELLs.
 - Professional Learning targeted around the implementation of HMH Into Reading and on embedding recommended ELL strategies into daily lesson plans.
 - Professional Learning targeted the increased effectiveness of the implementation of envisionsMathematics for ELLs, including the development and implementation of the Standards for Mathematical Practices within instruction.
 - Professional Learning around the implementation of Tier I instruction, MTSS, PLCs and the Teaching & Learning Cycle to build fidelity and efficacy within grade level teams to strengthen instructional practices for ELLs.

Foster/Homeless: Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. **(MRI #5)** We will provide student groups with tiered instructional support to meet their academic needs.

Free and Reduced Lunch: Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. **(MRI #5)** We will provide student groups with tiered instructional support to meet their academic needs.

Migrant: connections - Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. **(MRI #5)** We will provide student groups with tiered instructional support to meet their academic needs.

Racial/Ethnic Minorities: Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. **(MRI #5)** We will provide student groups with tiered instructional support to meet their academic needs.

Students with IEPs: **(MRI #5)** We will implement and follow all IEPs, 504s, and BIPs to ensure that students are able to access instruction in the classroom. Instruction aligned to the grade-level standard for the course will be provided (e.g. CC classes, resource classes). Case managers and SEIF will work with teachers to provide additional support in implementing IEPs, as needed. **(MRI #4)** Professional learning will be provided to all special education teachers on best practices, writing and implementing IEPs and behavior plans. Additionally, special education teachers



attend PLCs with the general education teachers to provide equity and access to all learners. Teachers will utilize scaffolding and differentiation to provide students with support to ensure mastery of learning.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed (MRI #1)	Classroom Observations Coaching Logs SWAT agendas	SWAT agendas Leadership team agendas	PL Calendar RT PLC Expectations RTI Process
	<i>Areas of Strength: PLC and RTI process, leadership team and SWAT team meetings</i>		
	<i>Areas for Growth: Classroom observation data shows a need to increase the engagement around student success criteria and learning intentions.</i>		
Problem Statement (MRI #1)	Teachers are not engaging students with the learning intentions and success criteria throughout the lessons and students are unclear what they are learning and how to be successful.		
Critical Root Causes (MRI #1)	Lack of teacher efficacy in Tier I instruction.		

Part B

Adult Learning Culture	
School Goal: Increase the percentage of classroom observations that show evidence of teachers and students engaging with the student success criteria and learning intentions from 15% (2023) to 50% by the	STIP Connection: 2



<i>end of the first semester (December 2024). 2025</i> UPDATE FROM WINTER REVIEW School Goal: <i>Increase the percentage of classroom observations that show evidence of teachers and students engaging with the student success criteria and learning intentions from 70% (2024) to 90% by the end of the first semester (December 2025). 2026</i>	
(MRI #2) Improvement Strategy: <i>Weekly PLCs focused on Tier I instruction in Math and ELA, unwrapping standards, identifying learning intentions and success criteria, through the use of graphic organizers, rubrics, and exemplars.</i> Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):	
Intended Outcomes: Increased understanding of the standards, improved task to standard alignment, fidelity of assessments, improved planning and opportunities to reassess and to demonstrate mastery of the standard to increase student achievement.	
(MRI #2) Action Steps: ● (MRI #4) <i>Develop a master PL calendar</i> ● (MRI #4) <i>Continue on-going PL on MTSS, PLCs and the Teaching & Learning Cycle through the use of the PLC Observation Tool, where grade levels reflect on their own practice, observers take data and share feedback, and administration supports continued growth and development through the use of this data.</i> ● (MRI #4) <i>Grade Levels Meet weekly: identifying a standard across each grade level and the next short cycle assessment for the first meeting</i> ● <i>Create system for supporting improved instruction in small groups through instructional rounds, mentoring, coaching, co-teaching, peer learning</i> ● <i>Responsible Parties: all teachers, administrators</i> ● <i>How often? Weekly</i> ● (MRI #3) <i>What data will be collected? Grade level assessments in math, MAP assessment, summative assessments, participation/attendance, classroom observations</i> ● <i>Who will monitor? Admin, leadership</i> ● <i>How often? Weekly</i>	
Resources Needed: ● <i>Pacing Guides and Teacher Clarity Guides</i> ● <i>PL Calendar</i>	



- *PLC Agenda templates and google drives per grade level to house lesson plans, assessments, and other tools*
- *Active participation in the process*
- *Data room, chart paper, magnets for data tracking, google drive for lesson plans,*
- *PLC agendas/RT PLC expectations*

Challenges to Tackle:

- *Time - to do a quality job in the PLC process for both reading and math, one prep period is just not enough time*
- *Staff absences - review agenda and connect with a mentor teacher/strategist. Continue to reward staff monthly with perfect attendance incentives through our PBIS model. (MRI #4)*

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

English Learners

- Participate in weekly PLCs Focused on Tier I Instruction in Math and ELA and ensure that ELL data is reviewed and that lesson plans include identified learning intentions and student success criteria for ELLs and activities that are differentiated and spiraled to develop their language skills and ensure growth and content mastery.
 - Weekly review of lesson plans, Weekly review of PLC agendas, Classroom observations, Focal Point Tier I Monitoring Tool
- Engage ELL students with the learning intentions and student success criteria aligned to the standards in ELA and Math so that ELLs know what they are learning, why they are learning it and how they know they have learned it.
 - Classroom observations, Focal Point Tier I Monitoring Tool
 - Professional learning on Tier I Monitoring and the use of data to inform instruction.
 - Professional Learning around the implementation of Tier I instruction, MTSS, PLCs and the Teaching & Learning Cycle to build fidelity and efficacy within grade level teams to strengthen instructional practices for ELLs.

Foster/Homeless: N/A

- Challenge:
- Support:

Free and Reduced Lunch:

- Challenge: Data shows that 18.9% of FRL students were proficient in ELA, while 24.3% of White/Caucasian students were proficient on the 2021-2022 SBAC ELA assessment. There is a 5.4 percentage point difference between these student groups scoring proficient in ELA.
- Support: Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. (MRI #5) We will provide student groups with tiered instructional support to meet their academic needs.

Migrant: N/A



- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: Data shows that less than 12% of Black/African American students were proficient in ELA, while 24.3% of White/Caucasian students were proficient on the 2021-2022 SBAC ELA assessment. There is a 12.3 percentage point difference between these student groups scoring proficient in ELA. Also data shows that 15.4% of Hispanic/Latino students were proficient in ELA, while 24.3% of White/Caucasian students were proficient on the 2021-2022 SBAC ELA assessment. There is a 8.9 percentage point difference between these student groups scoring proficient in ELA.
- Support: Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. **(MRI #5)** We will provide student groups with tiered instructional support to meet their academic needs.

Students with IEPs:

- Challenge: Data shows that less than 5% of Special Education students were proficient in ELA, while 24.3% of White/Caucasian students were proficient on the 2021-2022 SBAC ELA assessment. There is more than a 20 percentage point difference between these student groups scoring proficient in ELA.
- Support: **(MRI #5)** We will implement and follow all IEPs, 504s, and BIPs to ensure that students can access instruction in the classroom. Instruction aligned to the grade-level standard for the course will be provided (e.g., CC classes, resource classes). Case managers and SEIF will work with teachers to provide additional support in implementing IEPs. Professional learning will be provided to all special education teachers on best practices, writing and implementing IEPs, and behavior plans. Additionally, special education teachers attend PLCs with the general education teachers to provide equity and access to all learners. Teachers will utilize scaffolding and differentiation to support students to ensure mastery of learning.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed (MRI #1)	Panorama Fall Survey 2022	Panorama Fall Survey 2022	Panorama Fall Survey 2022
	<i>Areas of Strength: decreased chronic absenteeism from 53% to 38% this past year.</i>		
	<i>Areas for Growth: increasing daily attendance rates.</i>		



Problem Statement (MRI #1)	Students are struggling to get to school and as such struggle with emotional regulation and the ability to solve problems, hindering their ability to learn.
Critical Root Causes (MRI #1)	Lack of consistency attending school causing a ripple effect in our students.

Part B

Connectedness	
School Goal: <i>Reduce chronic absenteeism from 38% to 35%, as reported by FocusEd, by May 2025.</i> UPDATE FROM WINTER REVIEW School Goal: <i>Reduce chronic absenteeism from 35% to 33%, as reported by FocusEd, by May 2026.</i>	STIP Connection: 3 - All students experience academic growth.
(MRI #2) Improvement Strategy: <i>Implement an Attendance Intervention Plan: weekly monitoring with incentives for attendance. The Attendance Intervention Plan includes a matrix for incentives for when students reach attendance milestones monthly, quarterly and each semester and also includes intervention at intervals: letters, phone calls, home visits, daily check-ins by an adult, Harbor Referrals, SBIT Referrals to Communities In Schools, attendance contracts, and filing educational neglect. Attendance Intervention Plan 2024-2025</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Creating a Positive School Climate and Culture - level 3	
Intended Outcomes: Increased ability to solve problems, engage appropriately, regulate emotional state	
(MRI #2) Action Steps: • Create schedule for weekly Site Based Intervention Team (SBIT) Meetings • Draft a plan for incentives and interventions to support positive school attendance • (MRI #5) Create a system of support from PBIS to reinforce/teach positive attendance • Responsible Parties: all teachers, administrators, counselor, SBIT, • How often? Weekly • What data will be collected? Weekly attendance reports from IC to identify students with excessive absences • Who will monitor? Admin, leadership, SBIT in weekly meetings through FocusEd	



- *How often? Weekly - SBIT Team will review data weekly*
- *Create a weekly schedule to identify staff to conduct 3-4 home visits per week (share the responsibility)*
- *Train staff on MTSS systems: Tier I, II, and III, for academic, behavioral, basic, social, emotional, and mental needs*

Resources Needed:

- *Attendance Intervention Plan Matrix aligned to district policy and educational neglect protocols*
- *Schedule for incentives distribution*
- *Schedule for home visits*
- *Coverage for Duties, etc.*
- *Tier I for attendance/behavioral support: PBIS Expectations Matrices for Students & Staff as well as Acknowledgement Matrices for how we will reward and incentivize staff and students for following those expectations. We also provide instruction of the principles of effectiveness through The Leader In Me, a curriculum that teaches the 7 Habits of Highly Effective People to all students and staff.*
- *Tier II: PBIS and SBIT - through a referral system, students are referred for additional supports for academics, behavior, SEL, food, clothing, and other basic needs, to include attendance issues as attendance data is reviewed in weekly SBIT meetings through school counselors, Communities In Schools, The Harbor, Serving Our Kids, Operation School Bell.*
- *Tier III: IMPACT - for those students qualifying for Tier III for behavior, social, emotional, and mental support to improve daily attendance.*

Challenges to Tackle:

- *Ensuring that all staff participate and support contacting parents regarding attendance and log in IC; Staff to use IC, calendar for visits*
- *Personnel available to conduct home visits*
- *Buy-in from students and staff*

(MRI #2) Improvement Strategy: *Leader In Me, 7 Habits Lessons and character traits taught weekly in Humanities to reinforce positive school attendance, promote student leadership roles, and how to be proactive.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Creating a Positive School Climate and Culture - level 3*

Intended Outcomes: *Increased ability to get to school, participate, and learn.*

(MRI #2) Action Steps:

- *Create schedule for monthly Leader In Me lessons*
- *Draft a plan for topics for each month to support leadership development in students, belonging and efficacy at school. When a child sees themselves as a leader and takes on leadership roles, attendance increase, they feel a sense of belonging, and support.*
- *Coordinate Leader In Me lessons with monthly guidance lessons so there is consistency in language, instruction, strategies, etc.*
- *Responsible Parties: all teachers, administrators, Humanities Teacher*
- *How often? Monthly*



- *What data will be collected? Formative assessments provided by the humanities teacher, attendance data, MRA data (Measurable Results Assessment is a Leader In Me survey given twice a year to assess progress and affect towards school. It is given to all staff, students, and parents.)*
- *Who will monitor? Admin, leadership, SBIT in weekly meetings*
- *How often? Biweekly - SBIT Team will review data weekly*

Resources Needed:

- *Instructional materials*
- *Schedule*
- *Leader In Me website*
- *School-wide leadership roles*
- *LINCspring PL dashboard for all staff*

Challenges to Tackle: Lack of time

- *Buy-in from students*
- *Time*
- *Consistency across the school - ensuring that staff participate/understand the strategies being taught*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?**English Language Learners:**

- Implement Counselor's Social/Emotional lessons in all classrooms to provide tools/strategies for ELLs to improve social-emotional regulation and problem-solving skills and engage ELLs in understanding their emotions and appropriately responding to them.
 - Monthly Counselor lesson plans, Counselor classroom schedules
- Provide Wraparound Services through the Communities In Schools coordinator to provide ELLs with access to food, clothing, and services such as eye care, dental care, and social/emotional support through case management
 - SBIT referrals, CIS caseload
- Implement Leader In Me curriculum and lessons in an identified Humanities field for all ELLs to teach strategies for Being Proactive, Beginning with the End in Mind, Putting First Things First, Thinking Win-Win, Seeking First to Understand—then being Understood, Synchronizing, and Sharpening the Saw to improve ELLs' ability to regulate emotions and interact with emotions appropriately.
 - Weekly Humanities Lesson Plans and Monthly Pacing Calendar (weekly)
 - Leader In Me Professional Learning for staff and parents monthly
 - Leader In Me Coaching - 2 days a year
 - Professional Learning on the effects of trauma on the brain and strategies for improving brain function and increased engagement.



Foster/Homeless: Teachers will ensure they are teaching grade-level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. **(MRI #5)** We will provide student groups with tiered instructional support to meet their academic needs.

Free and Reduced Lunch: Teachers will ensure they are teaching grade-level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. **(MRI #5)** We will provide student groups with tiered instructional support to meet their academic needs.

Migrant: connections - Teachers will ensure they are teaching grade-level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. **(MRI #5)** We will provide student groups with tiered instructional support to meet their academic needs.

Racial/Ethnic Minorities: Teachers will ensure they are teaching grade-level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. **(MRI #5)** We will provide student groups with tiered instructional support to meet their academic needs.

Students with IEPs: **(MRI #5)** We will implement and follow all IEPs, 504s, and BIPs to ensure that students are able to access instruction in the classroom. Instruction aligned to the grade-level standard for the course will be provided (e.g. CC classes, resource classes). Case managers and SEIF will work with teachers to provide additional support in implementing IEPs, as needed. Professional learning will be provided to all special education teachers on best practices, writing and implementing IEPs and behavior plans. Additionally, special education teachers attend PLCs with the general education teachers to provide equity and access to all learners. Teachers will utilize scaffolding and differentiation to provide students with support to ensure mastery of learning.

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)
School Budget	\$3,827,258.44	Staffing,	<i>Student Success, Adult Learning Culture, Connectedness</i>
Title I	\$248,136	Staffing: CSR	<i>Student Success, Adult Learning Culture, Connectedness</i>
EL Weighted Funds	\$109,634.18	staffing	<i>Student Success, Adult</i>



			<i>Learning Culture, Connectedness</i>
At-Risk Weighted Funds	\$575,301.89	staffing	<i>Student Success, Adult Learning Culture, Connectedness</i>
School Budget Carry Forward	603,445.64	Staffing, prep buy-out to support additional collaboration and professional learning through PLCs, Instructional Rounds, RTI PLCs	<i>Student Success, Adult Learning Culture, Connectedness</i>
EL Carry Forward Funds	89,146.55	Staffing	<i>Student Success, Adult Learning Culture, Connectedness</i>
At-Risk Carry Forward Funds	123,774.46	Staffing	<i>Student Success, Adult Learning Culture, Connectedness</i>