Clark County School District

Tate, Myrtle ES

2026-2027 School Improvement Plan

Classification: 2 Star School

ATSI

District Approval Date: August 13, 2026

Mission Statement

All Myrtle Tate Tigers will demonstrate…

Respect, **O**pportunity, **A**chievement, **R**esponsibility, **I**ntegrity, **N**urturing, and **G**rowth

Vision

All Myrtle Tate Tigers will demonstrate…

Respect, **O**pportunity, **A**chievement, **R**esponsibility, **I**ntegrity, **N**urturing, and **G**rowth

Demographics & Performance Information

Nevada Report Card

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 https://nevadareportcard.nv.gov/DI/nv/clark/myrtle_tate_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- *Kindergarten through grade five students who were above the 40th percentile in Math MAP increased by 14% from Fall 2025 to Spring 2026, placing the school in the 71st percentile for growth.*
- *Kindergarten through grade five students who were above the 40th percentile in Reading MAP increased by 16% from Fall 2025 to Spring 2026, placing the school in the 61st percentile for growth.*

Student Success Areas for Growth

- *47% of Kindergarten through grade five students who were above the 40th percentile in Math MAP*
- *47% of Kindergarten through grade five students were below the 40th percentile in ELA MAP.*

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	According to 2025-2026 SBAC data, there is a proficiency gap of 24 percentage points in ELA and 13.1 percentage points in Math between EL and non-EL students. Even though teachers are trained on strategies to support ELs, newcomers often feel isolated in their classrooms.	1003(a) Funding Students attend the Reading Skills Center for 30 minutes a day, receiving targeted learning support on language and literacy. Students who are new to the country will receive 45 minutes of foundational English instruction.

Student Group	Challenge	Solution
Foster/Homeless	Students often have SEL needs due to the trauma of their living situation which negatively impacts their learning and social skills.	Identified students receive wrap-around support from the school's Student Support Team (Counselor, Student Support Advocate, and Communities in Schools Facilitator).
Free and Reduced Lunch	Students often lack the basic needs (supplies, clothing, etc.) to be successful.	Strategic Budget funds will be used to provide students with all instructional materials needed. Identified students receive wrap-around support from the school's Student Support Team (Counselor, Student Support Advocate, and Communities in Schools Facilitator).
Racial/Ethnic Minorities	Students often lack the basic needs (supplies, clothing, etc.) to be successful. They also may feel isolated socially.	Students attend the Reading Skills Center for 30 minutes a day, receiving targeted learning support on language and literacy.
Students with IEPs	Student lack access to Tier I instruction based on their needs.	The Special Education team will align the resource room schedule with the master schedule to minimize services provided during the Tier I instructional block so that students receive grade level instruction and then resource room support during differentiated blocks.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Based on a review of the data and classroom observation, we will work to improve high-quality Tier I differentiated instruction during Tier I instruction.
Critical Root Cause: A lack of high-quality whole group differentiated instruction due to the various academic levels of students based on MAP and SBAC due to being in the second year of implementation on new Tier I materials is the root cause.

Problem Statement 2: As evidenced by 2025 SBAC and 2026 MAP data, the problem is ELs are performing below other identified student groups in the school.
Critical Root Cause: The low performance of ELs in language proficiency and content achievement is due to lack of high-quality whole group differentiated instruction.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of proficiency as measured by SBAC ELA from 37.5% in 2025 - 2026 to 45% by 2026 - 2027. Increase the percentage of proficiency as measured by SBAC math from 32.2% in 2025 - 2026 to 40% by 2026 - 2027.

Formative Measures: i-Ready
TSG
PSI

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 1: Differentiated Tier I and Tier II instruction in math and ELA.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	The school administration and district will provide professional learning on ELA and Math Tier I and Tier II programs.	Principal, AP	August 2026-May 2027	
2	The Read by 3 strategist and K-5 homeroom teachers will collaborate during weekly PLCs using i-Ready and common classroom assessment data to design instruction targeted to students' needs.	RBG3, Teachers	August 2026-May 2027	
3	The principal will implement a weekly PD model and conduct ongoing training for homeroom teachers in order to meet differentiated instruction training needs.	Principal	August 2026-May 2027	
4	All instructional staff will continue professional development to improve their knowledge of the science of reading.	Principal, AP, RBG3, Teachers	August 2026-May 2027	
5	Administration and the Read by 3 strategist will conduct monthly walkthroughs using Focal Point to collect data points for Tier I and differentiated instruction to further plan professional development.	Principal, AP, RBG3	August 2026-May 2027	

Position Responsible: Principal

Resources Needed: General budget funds for PLCs
District-provided Tier I professional learning
enVisions Math
Into Reading
i-Ready
MTSS Strategies

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level
Level 3: Promising:

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1

Inquiry Area 1: Student Success

SMART Goal 2: Decrease student proficiency gap in ELA between the English Learners and English Proficient students from x percentage points in 2026 to x percentage points by 2027, as measured by state summative assessments.

Increase the percentage of English Learners proficient in English Language Arts from 21.1% in 2025-2026 to 30% by 2026-2027, as measured by state summative assessments. Increase the percentage of English Learners proficient in Mathematics from 23.3% in 2025-2026 to 35% percentage points by 2026-2027, as measured by state summative assessments. Increase the percentage of English Learners proficient in WIDA from 11.1% in 2025-2026 to 20% by 2026-2027.

Formative Measures: Summit K12
i-Ready projected proficiency data
Grades and/or classroom assessments

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	School leadership team, learning strategist, teachers.	Completed by December 2026	
2	Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Two times during the 2026-2027 school year, September and January.	

Position Responsible: Principal

Resources Needed: ULD professional learning series
Tier I Monitoring Tool

Evidence Level
Level 2: Moderate:

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 2: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL).

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement Focused Language Study (FLS) Tier II support for newcomers.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year.	
2	Implement Summit K12 Tier II support for STELs.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year.	
3	Implement Academic Content Language Expansion (ACLE) Tier II for LTELs.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year.	
4	Monitor implementation of English learner support in Tier II by participating in instructional rounds utilizing the Tier II monitoring tools for FLS and and ACLE.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year.	
5	Provide professional learning on strategies and resources for providing ELs with differentiated instruction.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year.	

Position Responsible: Principal

Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum.
Summit K12
FLS and ACLE Look For Tools

Evidence Level
Level 2: Moderate:

Problem Statements/Critical Root Cause: Adult Learning Culture 1 - Connectedness 1

Adult Learning Culture

Adult Learning Culture Areas of Strength

- *Kindergarten through grade five students who were above the 40th percentile in Math MAP increased by 14% from Fall 2025 to Spring 2026, placing the school in the 71st percentile for growth.*
- *Kindergarten through grade five students who were above the 40th percentile in Reading MAP increased by 16% from Fall 2025 to Spring 2026, placing the school in the 61st percentile for growth*

Adult Learning Culture Areas for Growth

- *47% of Kindergarten through grade five students who were above the 40th percentile in Math MAP*
- *47% of Kindergarten through grade five students were below the 40th percentile in ELA MAP.*

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers lack training on effect EL strategies, especially students who are newcomers.	1003(a) Funding The SSAs will provide professional learning for all staff members on effective ELL strategies..
Foster/Homeless	Teachers lack training on effective SEL strategies. Also, they find difficulty in balancing time allocated for academics with time for SEL support/education.	The Student Success Advocate and CIS facilitator will provide professional learning on SEL resources and strategies to support students in crisis.

Student Group	Challenge	Solution
Free and Reduced Lunch	Teachers lack training on effective instructional strategies and resources available for low-income students.	The Student Success Advocate and CIS facilitator will provide professional learning on supports available to low income families.
Migrant/Title1-C Eligible		N/A
Racial/Ethnic Minorities	Teachers lack training on cultural competence and often have biases that impact instruction and their interactions with students.	Professional learning will be provided by the district on Cultural Competency.
Students with IEPs	Teachers lack training on instructional strategies for students with special needs and/or those who have suspected disabilities.	The SEIF will provide professional learning to all staff members on accommodations and modifications.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Based on a review of the data and classroom observation, we will work to improve high-quality Tier I whole groups and differentiated instruction during Tier I instruction.
Critical Root Cause: A lack of high-quality whole group differentiated instruction due to the various academic levels of students based on MAP and SBAC is the root cause. The PLC model has not been aligned to the Teaching Learning Cycle. In addition, PL time has been primarily allocated for required LETRS training, greatly reducing the opportunity for other areas of focus.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Providing professional development and monitoring the implementation of instructional strategies (through instructional walks and the Tier I monitoring tool) will increase the percentage of teachers and students interacting with success criteria from 59% in Spring of 2025-2026 to 100% in Spring of 2026-2027.

Formative Measures: i-Ready
TSG
PSI

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 1: Implement PD and PLCs for teachers.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	The school administration and district will provide professional learning on ELA and Math Tier I and Tier II programs.	Principal, AP, CPD	August 2026-May 2027	
2	Teachers will be meeting twice a week for PLCs focused on the Teaching Learning Cycle.	Principal, AP, Grade Level Leads	August 2026-May 2027	
3	The Read by 3 strategist and K-5 homeroom teachers will collaborate during weekly PLCs using i-Ready and common classroom assessment data to design instruction targeted to students' needs.	Principal, AP, RBG3, Teachers	August 2026-May 2027	
4	The principal will implement a weekly PD model and conduct ongoing training for homeroom teachers in order to meet differentiated training needs	Principal	August 2026-May 2027	
5	All instructional staff will continue LETRS training to improve their knowledge of the science of reading.	Principal, AP, RBG3, Teachers	August 2026-May 2027	
6	Administration and the Read by 3 strategist will conduct monthly walkthroughs using Focal Point to collect data points for Tier I and differentiated instruction to further plan professional development.	Principal, AP, RBG3	August 2026-May 2027	

Position Responsible: Principal

Resources Needed: Strategic Budget for Prep Buyout (PD) and district-provided Tier I professional learning on new programs.
Teacher Clarity Guides
Pacing Guides
i-Ready

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level
Level 2: Moderate: professional development

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Connectedness

Connectedness Areas of Strength

- The Student Support Team met every morning to review students with continuous absences and or at-risk for chronic absenteeism.
- The team would either make follow-up calls and/or home visits. The Student Support Team made 161 Home Visits.
- Four (4) students were suspended for a total of six (6) days.

Connectedness Areas for Growth

- Chronic absenteeism increased to 29% for 2025-26 school year.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Many of the families are undocumented, making them feel unsure about formally engaging in school supports.	1003(a) Funding The SSAs will meet with ELL families once a semester to provide them with supports and resources. The Family Engagement Center will offer ESL classes to all adults.
Foster/Homeless	Families have challenges accessing resources designed to help them be successful.	Identified families will receive wrap-around support from the school's Student Support Team (Counselor, Student Support Advocate, and Communities in Schools Facilitator).

Student Group	Challenge	Solution
Free and Reduced Lunch	Families have challenges accessing resources designed to help them be successful.	Identified families will receive wrap-around support from the school's Student Support Team (Counselor, Student Support Advocate, and Communities in Schools Facilitator).
Migrant/Title1-C Eligible		N/A
Racial/Ethnic Minorities	Families have challenges accessing resources designed to help them be successful and obtain basic needs. Many of the families are undocumented, making them feel unsure about formally engaging in school supports.	Teacher Home Visits will be made with families to better engage them in their child's education and strengthen the home-school relationship.
Students with IEPs	Students often feel separated from their peers due to the services being provided.	Students in self-contained classes will be assigned to different general education classes for specials so that there is more opportunity for interactions with like-aged peers.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students missing a significant amount of days and therefore do not receive Tier I instruction or Tier II supports.
Critical Root Cause: Students and families do not see the impact of regular absences and do not respond to school interventions, incentives, or supports.

Problem Statement 2 (Prioritized): Disproportionate Behavior Data
Critical Root Cause: Students and families are not connecting with recommended community supports.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce students identified as chronically absent from 29% in 2026 to 22% in 2027.

Formative Measures: *FocusEd

*Infinite Campus
*Home Visit Reports

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Become more efficient and effective with our Student Support Team's response to and prevention of chronic absenteeism.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	The school will continue a comprehensive school-wide attendance incentive plan.	Principal	August 2025-May 2026	
2	The Student Support Team will continue to provide wrap around support for all students.	Counselor, CIS, SSA	August 2025-May 2026	
3	The Attendance Team will complete home visits for students at risk for chronic absenteeism when we are unable to contact by other means.	Counselor, CIS, SSA	August 2025-May 2026	
4	The Parent Teacher Home Visit team will complete home visits using the PTHV model.	Teachers	August 2025-May 2026	

Position Responsible: Principal

Resources Needed: Strategic Budget funds for a counselor, Title I funds for a CIS facilitator, and Strategic Funds for a Student Support Specialist.
Professional Learning for Staff.
Family Engagement Center

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 4: Demonstrate Rationale: wraparound supports

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Inquiry Area 3: Connectedness

SMART Goal 2: Reduce the suspension rate (including RPCs) for students from 10% of disciplinary actions to 8% of disciplinary actions during the 2026-2027 school year, as measured by school-wide behavior data.

Formative Measures: TFI 3.0 and School Wide Behavior Data

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administer TFI 3.0 to obtain baseline data.	Admin/ PBIS Leadership Team	Fall (December 2026)	
2	Based on the results of the TFI, prioritize one to three TFI items for implementation focus.	Admin/ PBIS Leadership Team	Ongoing	
3	Complete Goal 2, Inquiry Area 3, during Status Check 2 to document Steps 1 & 2 above.	Admin/ PBIS Leadership Team	Winter (2026-2027)	
4	Continue to work on strengthening Tier I PBIS implementation.	Admin/ PBIS Leadership Team	Ongoing (January - May 2027)	
5	During Status Check 2, engage in the Now, Next, Need conversation to discuss progress.	Admin/ PBIS Leadership Team	Spring 2027	
6	Monitor progress by administering the TFI 3.0	Admin/ PBIS Leadership Team	Ongoing (January - May 2027)	

Position Responsible: Admin/ PBIS Leadership Team

Resources Needed: PBIS Leadership Team, TFI 3.0 Data

Schoolwide and Targeted Assistance Title I Elements:
2.6

Evidence Level
Level 1: Strong: PBIS

Problem Statements/Critical Root Cause: Connectedness 2

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Priority Problem Statements

Problem Statement 1: Based on a review of the data and classroom observation, we will work to improve high-quality Tier I differentiated instruction during Tier I instruction.

Critical Root Cause 1: A lack of high-quality whole group differentiated instruction due to the various academic levels of students based on MAP and SBAC due to being in the second year of implementation on new Tier I materials is the root cause.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Based on a review of the data and classroom observation, we will work to improve high-quality Tier I whole groups and differentiated instruction during Tier I instruction.

Critical Root Cause 2: A lack of high-quality whole group differentiated instruction due to the various academic levels of students based on MAP and SBAC is the root cause. The PLC model has not been aligned to the Teaching Learning Cycle. In addition, PL time has been primarily allocated for required LETRS training, greatly reducing the opportunity for other areas of focus.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students missing a significant amount of days and therefore do not receive Tier I instruction or Tier II supports.

Critical Root Cause 3: Students and families do not see the impact of regular absences and do not respond to school interventions, incentives, or supports.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Disproportionate Behavior Data

Critical Root Cause 4: Students and families are not connecting with recommended community supports.

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Curriculum Based Measures
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener
- Other

Adult Learning Culture

- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Behavior
- Enrollment
- Home Visits
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Other

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The School Leadership Team meets after each of the MAP assessment windows and after receiving SBAC results to review the data and identify areas of need and strength. This team is comprised of the administration, grade level lead teachers, and representatives from the special education and specialist departments. In addition, the SOT reviews the data at meetings in August, January, and May to review the data and identify areas of need and strength, allowing additional staff and parent/guardian representatives to provide input.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The School Operational Team (SOT), which includes staff and parents meets twice in the fall to review the plans and provide feedback for making revisions. In addition, additional stakeholder feedback is gathered during Title I meetings and other school events.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

Title I funding is used to reduce class sizes in Kindergarten and 5th Grade, increase student support with Teacher Family Assistants, address SEL needs with Communities and Schools, and provide other wrap around services such as Future Smiles.

2.6: Address needs of all students, particularly at-risk

Title I funds are used to reduce class sizes, add student supports (TFAs and CIS Facilitator), and address basic needs such as dental services. Title I funding is also used to provide teachers with weekly PL on strategies to meet the needs of students and to conduct PLCs.

3.1: Annually evaluate the schoolwide plan

During Act 1 (July-September): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled for the current school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2: Offer flexible number of parent involvement meetings

The school utilizes the Family Engagement Center housed at the school to provide assistant, resources, and adult learning for all school community members. In addition, the school host parent involvement opportunities such as Breakfast with Books that are offered at varied times and always with translation.

5.1: Determine which students will be served by following local policy

N/A

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$4,819,580.19	Staffing and general supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	$416,408.99	Staffing, reading center, and tutoring	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	$738,877.25	Staffing, reading center, and tutoring	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	$142,305.53	General supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Carry Forward	$176,139.79	Extra Duty pay to Supplement 21st CCLC programing, funding/replacement for ExactPath	Student Success, Adult Learning Culture, Connectedness
EL Weighted Carry Forward	$165,050.03	Extra Duty pay to Supplement 21st CCLC programing, funding/placement for Lexia	Student Success, Adult Learning Culture, Connectedness
Title IA	$328,104	Staffing, PL, Student Services, Parent Engagement	Student Success, Adult Learning Culture, Connectedness
1003(a)	$5,454,702.03	i-Ready, substitutes, instructional supplies	Student Success, Adult Learning Culture, Connectedness

School Continuous Improvement Team

Team Role	Name	Position
Parent Representative	Amanda Hunstman	Parent
Parent Representative	Yolanda Noble	Parent
Parent Representative	Sarah Holstrum	Parent
Parent Representative	Immunique Brown	Parent
Support Staff Representative	Teresa Subira	Support Staff
Teacher Representative	Yahaira Vega	Teacher
Teacher Representative	Claire McLin	Teacher
Teacher Representative	Lauren Phenix	Teacher
CI Team Lead	Sarah Popek	Principal