Clark County School District

Cortez, Manuel J. ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 1 Star School

Title I, TSI, ≥ 10% of enrolled students are English Learners

District Approval Date: October 28, 2026

Mission Statement

Success is not easy, but together we've got this!

Vision

The Cortez Community is committed to providing high expectations to develop successful learners.

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/cortez,_manuel_j_es/2026/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Students continue to make gains in reading according to MAP Growth Assessment data. Spring 2026 MAP data, 28% of students scored above the 61st percentile in reading. This is a 7% increase from the 2025-2026 school year data.

Student Success Areas for Growth

Decrease student proficiency gap in ELA between the English Learners and English Proficient students from 25% in the 2025-2026 school year to 22% by the end of the 2026-2027 school year as measured by LEP proficiency growth.

Decrease student proficiency gap in Math between the English Learners and English Proficient students from 14% in the 2025-2026 school year to 11% by the end of the 2026-2027 school year as measured by LEP proficiency growth.

Increase the percentage of WIDA students exiting by meeting proficiency from 9.2% (Spring 2026) to 17% in Spring 2027 as measured by the WIDA state summative.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Fall 2026 i-Ready Gap Data: There is a proficiency gap of 14% points between LEP and non-LEP students at the 70th percentile in Reading. There is a proficiency gap of 8% points between LEP and non-LEP students at the 80th percentile in Math. Teacher small group ELA fluency; Administrator observations and feedback on small group curriculum delivery, peer observations of model lessons, strategist co-teaching for modeling Time to plan with grade levels for consistent use of the program; Administrators will reserve morning meeting time for grade-level collaboration.	Classroom teachers will utilize ELL supports embedded in both Envision's math and HMH ELA curriculum to support students. Students will be identified for additional small-group instructional support from the ELL strategist.
Foster/Homeless	Students face the challenge of chronic absenteeism and lack of consistent stability and support.	The wraparound team will support students by referring them to available resources and advocating for programs and resources through CCSD and the broader community.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students face chronic absenteeism challenges.	Students will have the opportunity for after-hours tutoring and/or Saturday study camps provided by licensed and support staff.
Migrant/Title1-C Eligible	Students face instability in this current climate.	Teachers will develop and execute instructional plans and use differentiated Tier I and Tier II programs based on student data. Teachers will utilize the Language Supports manual in envisions and ELL supports in HMH
Racial/Ethnic Minorities	Curriculum that does not connect to their lived experience.	Strategists will analyze ELA data and provide additional small-group instruction to targeted students as needed.
Students with IEPs	Inexperienced special education staff.	Students with IEPs: Students will be supported by implementing additional small group instruction as needed. Special education teachers will collaborate with general education teachers to provide strategies to help students reach their IEP goals. Students will receive additional support via push-in or pull-out, depending on the student's IEP.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Problem Statement: AB 335: Decrease student proficiency gap in ELA and Math between the English Learners and English Proficient students
Critical Root Cause: Critical Root Cause: AB 335: The low performance of ELs in language proficiency and content achievement is due to inconsistent use of discourse strategies during Tier 1 instruction

Problem Statement 2 (Prioritized): Map and iReady growth assessment predicts that an increased number of students will be proficient in Math and ELA based on the iReady Growth Assessment
Critical Root Cause: Research based ELA and math curriculum in Tier 1 small differentiated groups has not been implemented with consistency

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of all students projected to be proficient in mathematics from 31% (spring 2026) to 40% by (spring 2027), as measured by iReady growth assessments. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)
Increase the percentage of all students projected to be proficient in ELA from 28% (spring 2026) to 33% by (spring 2027), as measured by iReady growth assessments. (Academic Excellence: Strong Readers, Writers, and Communicators)

Fall i-Ready Data:
85% of students scored below grade level in Reading.
93% of students scored below grade level in Math.

Aligns with District Goal

Formative Measures: iReady

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

Improvement Strategy 1: Implement enVision mathematics instruction consistently across the school, aligned with the district pacing. Continue to implement newly adopted HMH literacy curriculum across the school, aligned with the district pacing.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review iReady growth assessment data.	Teachers, Strategists, Admin	Aug-May	
2	Utilize Kathy Richardson/Number talks materials with all students	Teachers	Aug-May	
3	Use results from the iReady growth assessments to assign differentiated, just in time supports to students prior to teaching units	Teachers, Strategists, Admin	Aug-May	
4	Use results from the iReady growth assessments to develop small group intervention plans	Teachers, Strategists, Admin	Aug-May	
5	Use results from the iReady growth assessments to inform small differentiated Tier 1 groupings	Teachers, Strategists, Admin	Aug-May	
6	Increase the frequency of data review and data based planning in PLCs stat	Teachers, Strategists, Admin	Aug-May	
7	PL on the shifts in math, utilization of the coherence document, and attention to the rigor of the standards	Teachers, Strategists, Admin	Aug-May	

Position Responsible: Admin

Resources Needed: enVisions resources
Mountain Math
HMH Literacy Curriculum

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 2

Inquiry Area 1: Student Success

SMART Goal 2: Decrease student proficiency gap in ELA between the English Learners and English Proficient students from 25% in the 2025-2026 school year to 22% by end of 2026-2027 school year as measured by LEP proficiency growth.
Decrease student proficiency gap in Math between the English Learners and English Proficient students from 14% in the 2025-2026 school year to 11% by end of 2026-2027 school year as measured by LEP proficiency growth.
Increase the percentage of WIDA students exiting by meeting proficiency from 9.2% (Spring 2026) to 17% in (Spring 2027) as measured by WIDA state summative.
(Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: Summit K12
iReady growth assessment data
Grades and/or classroom assessments

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

Improvement Strategy 1: Implement Academic Language Acquisition through Content to support access to Tier 1 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 strategists, teachers.	completed by Dec 2026	
2	Monitor implementation of English learner support in Tier 1 by participating in instructional rounds utilizing the Tier 1 monitoring tool.	School leadership team, learning strategists, teachers, EL School Support Coordinator.	Two times during the 2026-2027 school year, September and January	
3	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategists, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year.	

Position Responsible: Administration

Resources Needed: ULD professional learning series
Tier 1 Monitoring Tool
Summit K-12

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

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

Improvement Strategy 2: AB 335: Implement Tier ll 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 Summit K12 Tier ll support for STELs.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Aug-May	
2	Monitor implementation of English learner support in Tier ll by participating in instructional rounds utilizing the Tier ll monitoring tools for FLS.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Aug-May	
3	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Aug-May	

Position Responsible: Administration

Resources Needed: Summit K12
FLS Instructional Materials
FLS Look For Tools

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

Adult Learning Culture Areas of Strength

Teachers have been attending PLCs once per week this entire school year and are accustomed to the grade level collaboration and discussion regarding the unwrapping of NVACS and utilizing student data to drive instruction. Teachers have consistently delivered instruction using district approved curriculum; HMH for ELA and enVisions for Math. Students continue to make gains in math according to MAP Growth Assessment data.

Adult Learning Culture Areas for Growth

Consistent utilization and differentiation of the HMH curriculum in Tier 1 small group instruction. Students are not making consistent growth in Math according to the MAP Growth Assessment.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teacher small group ELA fluency; Administrator observations and feedback on small group curriculum delivery, peer observations of model lessons, strategist co-teaching for modeling Time to plan with grade level for consistent use of program; Administrators will reserve morning meeting time for grade level collaboration.	Classroom teachers will utilize ELL supports embedded in both enVisions math and HMH ELA curriculum to support students. Students will be identified for additional small group instructional support from ELL strategist.
Foster/Homeless	Students face the challenge of chronic absenteeism and lack of consistent stability and support.	Counselors will provide resources and support to families as needed.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students face chronic absenteeism challenges.	Strategists will analyze ELA data and provide additional small-group instruction to targeted students as needed.
Migrant/Title1-C Eligible	Students face instability in this current climate.	Teachers will develop and execute instructional plans and use differentiated Tier I and Tier II programs based on student data. Teachers will utilize the Language Supports manual in envisions and ELL supports in HMH.
Racial/Ethnic Minorities	Students face the challenge of curriculum that does not connect to their lived experience.	Strategists will analyze ELA data and provide additional small-group instruction to targeted students as needed.

Student Group	Challenge	Solution
Students with IEPs	Students face the challenge of inexperienced special education staff.	Students with IEPs: Strategists will provide additional small group instruction as needed, incorporating data gathered during ELA analysis. Special education teachers will collaborate with general education teachers to provide strategies to help students reach their IEP goals. Additional support may be given by push-in or pull-out, depending on the student's IEP.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers are not fully trained on the use of the HMH curriculum to support differentiated Tier 1 small group instruction.
Critical Root Cause: Teachers made gains in whole group instruction knowledge, however they continued to struggle with Tier 1 differentiated small group consistency.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2026-2027 school year, 100% of K-5 staff delivering ELA instruction will utilize the HMH curriculum with fidelity, implementing research-based strategies and data-driven decision making during differentiated Tier 1 small group instruction.
Differentiation is observed at a minimum of 50% (Spring 2027)
Scaffolding is observed at a minimum of 50% (Spring 2027)
(Academic Excellence: Valued Educators, Academic Excellence: Inclusive Classrooms that Support Every Learner)

Fall 2026 Walk-Through Data (based on 2 walk-throughs):
100% of walk-throughs showed evidence of differentiation and scaffolding.

Aligns with District Goal

Formative Measures: FocusEd

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

Improvement Strategy 1: Attend multiple professional learning sessions regarding implementation of the HMH curriculum specifically to support high quality small group instruction. Collaborate with colleagues regarding best practices and improvement strategies.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Attend professional learning regarding the HMH curriculum	Teachers, Strategists, Admin	Aug-May	
2	Collaboration with colleagues, strategists, HMH coaches, and administrators regarding best practices and improvement strategies	Teachers, Strategists, Admin	Aug-May	
3	Administrators will provide routine observation and feedback cycles specific to the HMH curriculum and small group instruction	Teachers, Strategists, Admin	Aug-May	
4	Instructional rounds/targeted peer observation regarding implementation of the HMH curriculum	Teachers, Strategists, Admin	Aug-May	

Position Responsible: Admin

Resources Needed: HMH training and support documents
Current student data and Tier 1 expectations documents
Upcoming standards as determined by grade level/District pacing guides

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: Adult Learning Culture 1

Connectedness

Connectedness Areas of Strength

According to varied data sources (observational, teacher feedback, counselor referrals, ODR frequency), student improvement strategies increased positive feelings and empathy experienced by students. However, our NSCS data does not reflect the same level of growth.

Connectedness Areas for Growth

Continue with improvement strategies currently in place and build on them to emphasize social skill development and relationship building through community partners and community circles based on student need. Continue strategies to improve chronic absenteeism rates.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Amount of students and staff needing support versus available staff and training, provide professional learning to staff and options for external community resources to families.	Wraparound team will analyze district survey and Panorama data, as well as day to day observational data, and provide additional small-group instruction to targeted students as needed.
Foster/Homeless	Students face the challenge of chronic absenteeism and lack of consistent stability and support.	Counselor/CIS/Boys Town advocate will provide resources and support to families as needed.
Free and Reduced Lunch	Students face chronic absenteeism challenges.	Strategists will analyze district survey and Panorama data and provide additional small group instruction to targeted students as needed.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	Students face instability in this current climate.	Strategists will analyze district survey and Panorama data and provide additional small-group instruction to targeted students as needed.
Racial/Ethnic Minorities	Students face the challenge of a curriculum that does not connect to their lived experience.	Strategists will analyze district survey and Panorama data and provide additional small-group instruction to targeted students as needed.
Students with IEPs	Students face the challenge of inexperienced special education staff.	Strategists will provide additional small-group instruction as needed. Special education teachers will collaborate with general education teachers to develop strategies to help students reach their IEP goals. Depending on the student's IEP, additional support may be given by push-in or pull-out.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): The Panorama Survey indicated that students at Cortez achieved a 55/100, on how well students are able to persevere through setbacks to achieve important goals, below the District's average of 61/100. This implies that many Cortez students continue to need support with how to apply the skills necessary to manage emotions, set and achieve positive goals, work through distractions, maintain positive relationships, and make responsible decisions.
Critical Root Cause: Students lack the complete skillset to persevere through setbacks to achieve important goals.

Problem Statement 2 (Prioritized): Increased percentage of chronic absenteeism rate
Critical Root Cause: Need for increased awareness from students and families regarding the importance of attendance related to student achievement

Inquiry Area 3: Connectedness

SMART Goal 1: During the 26-27 school year, increase the number of students, as indicated by the Panorama Survey, that are are able to persevere through setbacks to achieve important goals, from 55/100 to the District's average of 61/100.
(Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)
(Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Aligns with District Goal

Formative Measures: Panorama

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

Improvement Strategy 1: Continue to implement a school wide SEL curriculum and PBIS structure, supported by our counselors and behavior strategist. Classroom teachers will engage in daily SEL focused morning meetings to foster community and connectedness.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review school climate survey data	Teachers, Wraparound Team, Admin	Aug-May	
2	Review Panorama data	Teachers, Wraparound Team, Admin	Aug-May	
3	Identify students in need of individual support and develop plans for those students (CICO/community circles/targeted skill building)	Teachers, Wraparound Team, Admin	Aug-May	
4	Identify school trends by analyzing counselor referrals and classroom teacher data	Teachers, Wraparound Team, Admin	Aug-May	
5	PBIS tier 1 team and restructure of school wide expectations	Teachers, Wraparound Team, Admin	Aug-May	
6	Morning daily SEL meetings	Teachers, counselor	Aug-May	

Position Responsible: Admin

Resources Needed: Continued training on school wide SEL curriculum and PBIS structures, including school wide classroom integration of PBIS expectation

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

Evidence Level
Level 4: Demonstrate Rationale:

Problem Statements/Critical Root Cause: Connectedness 1

Inquiry Area 3: Connectedness

SMART Goal 2: Decrease overall chronic absenteeism as measured by FocusEd (MDP NSPF rules) from 27.1% (Spring 2026) to 25% (Spring 2027). (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)
(Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Fall 2026 Data:
As of October 2026, the chronic absenteeism rate is 21.3%.

Aligns with District Goal

Formative Measures: FocusEd

Improvement Strategy 1 Details

Improvement Strategy 1: Use CCSD absenteeism protocol

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Run CCSD letter series for prescribed absences	admin, teacher, office staff	Aug-May	
2	Phone Calls home	admin, staff	Aug-May	
3	Home visits	admin	Aug-May	
4	Truancy Officer intervention as needed	admin	Aug-May	

Position Responsible: admin
Resources Needed: CCSD resources, FocusEd

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 1: Strong: FocusEd
Problem Statements/Critical Root Cause: Connectedness 2

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Priority Problem Statements

Problem Statement 1: Map and iReady growth assessment predicts that an increased number of students will be proficient in Math and ELA based on the iReady Growth Assessment

Critical Root Cause 1: Research based ELA and math curriculum in Tier 1 small differentiated groups has not been implemented with consistency

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers are not fully trained on the use of the HMH curriculum to support differentiated Tier 1 small group instruction.

Critical Root Cause 2: Teachers made gains in whole group instruction knowledge, however they continued to struggle with Tier 1 differentiated small group consistency.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: The Panorama Survey indicated that students at Cortez achieved a 55/100, on how well students are able to persevere through setbacks to achieve important goals, below the District's average of 61/100. This implies that many Cortez students continue to need support with how to apply the skills necessary to manage emotions, set and achieve positive goals, work through distractions, maintain positive relationships, and make responsible decisions.

Critical Root Cause 3: Students lack the complete skillset to persevere through setbacks to achieve important goals.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Problem Statement: AB 335: Decrease student proficiency gap in ELA and Math between the English Learners and English Proficient students

Critical Root Cause 4: Critical Root Cause: AB 335: The low performance of ELs in language proficiency and content achievement is due to inconsistent use of discourse strategies during Tier 1 instruction

Problem Statement 4 Areas: Student Success

Problem Statement 5: Increased percentage of chronic absenteeism rate

Critical Root Cause 5: Need for increased awareness from students and families regarding the importance of attendance related to student achievement

Problem Statement 5 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other

Adult Learning Culture

- Communications data
- Evaluation(s) of professional development implementation and impact
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Staff surveys and/or other feedback
- Teacher evaluation
- Teacher/Student Ratio
- Walk-through data

Connectedness

- Attendance
- Behavior
- PBIS/MTSS data
- Perception/survey data
- School safety data

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Strategist, grade level leader, PLC, and RTI teams meet regularly to assess student need and provide differentiated support.

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

As part of the SOT process, stakeholder are able to review data, add input, and provide feedback for plan development. Additionally, stakeholders are engaged at school community events to provide guidance and feedback from their perspective.

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 1 funds staffing, This provides the opportunities for smaller class sizes and paraprofessionals to provide in classroom targeted support to students.

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

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): 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 in the following 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

We offer parent involvement opportunities during monthly family engagement, virtually, and at beginning of the year events.

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	$4,649,000	Staffing, prep buy-out, supplies, tutoring, CIS, Boys Town	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	$474,600	Staffing, prep buy-out	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	$537,565	Staffing, supplies	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	$85,300	Additional curriculum, staffing	Student Success, Adult Learning Culture,
At-Risk Weighted Carry Forward	$118,486	Additional supplies, staffing	Student Success, Adult Learning Culture,
EL Weighted Carry Forward	$41,000	Tutoring	Student Success
Title I	$315,100	Staffing	Student Success, Adult Learning Culture, Connectedness
1003a FY26	$40,919.94	iReady, Envisions, Coaching, Extra Duty Licensed, Instructional supplies	Student Success, Adult Learning Culture

School Continuous Improvement Team

Team Role	Name	Position
CI Team Lead	Heather Gumina	Assistant Principal
CI Team Lead	Lin Soriano	Principal
CI Team Lead	Trisha Lacuesta	Licensed
Parent	Chemene Thomas	Parent
SPTA	Karla Martinez	Paraprofessional
Teacher	Pam Smith	Licensed
Strategist	Nanci Sochol	Licensed

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 2026	Act 3/Act 1 School Improvement Plan
Meet the Teacher Attendance Reminder	Aug 2026	Community Outreach
Fall Festival	Oct 2026	Community Outreach
Fun Run	Oct 2026	Community Outreach