



Clark County School District  
**Schorr ES**  
2021-2022 School Performance Plan:  
A Roadmap to Success

*Steve Schorr ES 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 Jacqueline Brown for more information.*

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<b>School Designations:</b>	X Title I	<input type="checkbox"/> CSI	<input type="checkbox"/> TSI	<input type="checkbox"/> ATSI	<input type="checkbox"/> Zoom	<input type="checkbox"/> Victory
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# School Information

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

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	631	0.3%	15.5%	26.8%	7.4%	30.1%	5.4%	14.4%	13.9%	4.8%	51%
District	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.35%	15.15%	86.62%
State	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.41%	13.37%	73.15%

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	48.2%	49.0%	40.1%	54.5%	46.0%	54.2%	16.5%	22.8%	48.94%
	District	41.6%	50.0%	37.8%	47.4%	51.0%	50.6%	21.8%	25.4%	47.7%
2019	School	53.3%	50.5%	44.7%	57.3%	46%	49.7%	25.8%	28.5%	63.3%
	District	36.6%	49%	38.1%	48.3%	50%	52.3%	22.5%	26.8%	50.6%
2020	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	District	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

4 Year ACGR
Grad Rate 2017- Grad Rate 2018- Grad Rate 2019-

School Climate Data
Cultural & Linguistic Relationships Emotional Safety



	2018	2019	2020
<b>School</b>	N/A	N/A	N/A
<b>District</b>	N/A	N/A	N/A

	Competence		
<b>School</b>	404	400	403
<b>District</b>	379	368	361

## 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
Jacqueline Brown	Principal
Susan Gant	Assistant Principal
Megan Bueker	Kindergarten Teacher
Natale Mouer	First Grade Teacher
Amy Allison	Second Grade Teacher
Holly Senter	Second Grade Teacher
Lauren Cottrell	Third Grade Teacher
Sarah Keenan	Fourth Grade Teacher
Linda Chavarria	Fifth Grade Teacher
Leslie Oney	GATE Teacher
Trudy Bronley	Early Childhood Special Education Teacher
Kelly McKenrick	Special Program Teacher Assistant
Teri Saldana	Parent



Christa Swanger	Parent
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## School Community Outreach

*This section highlights outreach events facilitated by the school to engage students, regarding school partner.*

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 2			
Principal's Tea	9/17/21; 9:30 a.m.	15	Data reflects need for extra support
Open House	10/6/21; 6:00 p.m.	65	Data reflects need for extra support



## 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.

Assessment	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
<b>SBAC-ELA</b>						
Schorr ES	49.7%	---	57.3%	54.5%	56.7%	60%
CCSD	35.9%	---	49.5%	49%	47.8%	48%
			+9.8%	+5.5%	+8.9%	+12%
<b>SBAC-Math</b>						
Schorr ES	29.2%	---	53.3%	48.3%	47.8%	45%
CCSD	22.1%	---	41.6%	41.6%	40.2%	38%
			+13.2%	+6.6%	+7.6%	+7%

Assessment	Kindergarten	1 <sup>st</sup> grade	2 <sup>nd</sup> grade	3 <sup>rd</sup> grade	4 <sup>th</sup> grade	5 <sup>th</sup> grade
<b>MAP-Reading</b>						
Fall 2020	98%	92%	74%	68%	73%	67%
Winter 2021	94%	76%	69%	62%	61%	59%
Spring 2021	20%	35%	33%	41%	49%	44%
Fall 2021	23%	41%	51%	38%	38%	41%
Difference	3%	6%	18%	-3%	-11%	-3%
<b>MAP-Math</b>						
Fall 2020	98%	87%	71%	59%	57%	56%
Winter 2021	91%	76%	58%	58%	55%	50%
Spring 2021	14%	38%	39%	35%	38%	35%
Fall 2021	26%	30%	52%	48%	56%	58%
Difference	12%	-8%	13%	13%	18%	23%

### DISTRICT-WIDE PARENT SURVEY 2021



**Agree**

**Disagree**

<b>At this school, the teachers really care about my child.</b>	<b>90%</b>	<b>10%</b>
<b>I am informed about the current curriculum for my child's grade level.</b>	<b>82%</b>	<b>18%</b>
<b>I feel welcome at my child's school.</b>	<b>90%</b>	<b>10%</b>
<b>I know what goes on inside my child's school.</b>	<b>88%</b>	<b>12%</b>
<b>My child feels safe in school.</b>	<b>96%</b>	<b>4%</b>
<b>My child's school involves parents in most school events or activities.</b>	<b>95%</b>	<b>5%</b>
<b>My child's school sees me as a partner in my child's education.</b>	<b>92%</b>	<b>8%</b>
<b>My child's school does a good job to prevent bullying.</b>	<b>90%</b>	<b>10%</b>
<b>My child's school informs me how fundraising monies are used.</b>	<b>84%</b>	<b>16%</b>
<b>My child's school promptly responds to phone calls, messages or emails.</b>	<b>96%</b>	<b>4%</b>
<b>My child's school sets clear rules for behavior.</b>	<b>96%</b>	<b>4%</b>
<b>Teachers at my child's school keep their classrooms clean and organized.</b>	<b>96%</b>	<b>4%</b>
<b>The staff at my child's school really values my input and opinions.</b>	<b>83%</b>	<b>17%</b>
<b>This school actively seeks the input of parents before making important decisions.</b>	<b>78%</b>	<b>22%</b>
<b>This school's administrators take prompt action when problems occur.</b>	<b>88%</b>	<b>12%</b>

**DISTRICT-WIDE STUDENT SURVEY 2021**

**Agree Disagree**

**Bullying**

<b>Bullying is a problem at this school.</b>	<b>29%</b>	<b>71%</b>
<b>Cyber-bullying is a problem at this school.</b>	<b>22%</b>	<b>78%</b>
<b>Students in this school are teased about their clothing or physical appearance.</b>	<b>18%</b>	<b>82%</b>
<b>Students in this school are teased or put down because of their race or ethnicity.</b>	<b>13%</b>	<b>87%</b>
<b>This school does a good job to prevent bullying.</b>	<b>84%</b>	<b>16%</b>



**Perceptions of School Performance**

<b>At my school, teachers tell me how I am doing in my classes.</b>	<b>88%</b>	<b>12%</b>
<b>Help is available at this school if I have trouble with my schoolwork.</b>	<b>94%</b>	<b>6%</b>
<b>I am getting a good education at this school.</b>	<b>92%</b>	<b>8%</b>
<b>I am learning with technology at this school.</b>	<b>83%</b>	<b>17%</b>
<b>I like my school.</b>	<b>96%</b>	<b>4%</b>
<b>If I am absent, someone notices.</b>	<b>95%</b>	<b>5%</b>
<b>My teachers care about me.</b>	<b>96%</b>	<b>4%</b>
<b>This school promotes academic success for all students.</b>	<b>93%</b>	<b>7%</b>
<b>Respect and Diversity</b>		
<b>My school encourages me to be courteous and respectful toward others.</b>	<b>95%</b>	<b>5%</b>
<b>Staff treats students with respect, regardless of race, ethnicity, gender or disability.</b>	<b>95%</b>	<b>5%</b>
<b>Students treat students with respect, regardless of race, ethnicity, gender or disability.</b>	<b>94%</b>	<b>6%</b>
<b>The school encourages an appreciation of student diversity and respect for each other.</b>	<b>96%</b>	<b>4%</b>
<b>School Safety</b>		
<b>I sometimes stay home because I don't feel safe at this school.</b>	<b>11%</b>	<b>89%</b>
<b>Students at this school damage or destroy other students' property.</b>	<b>85%</b>	<b>15%</b>
<b>Students at this school threaten to hurt other students.</b>	<b>83%</b>	<b>17%</b>
<b>Students feel safe in this school.</b>	<b>96%</b>	<b>4%</b>
<b>This school is safe.</b>	<b>97%</b>	<b>3%</b>

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## DISTRICT-WIDE STAFF SURVEY 2021

	<u>Agree</u>	<u>Disagree</u>
<u>This school does a good job to prevent bullying.</u>	<u>100%</u>	
<u>I feel supported at my school.</u>	<u>100%</u>	
<u>I like my school.</u>	<u>100%</u>	
<u>My level of involvement in decision-making at this school is fine with me.</u>	<u>95%</u>	<u>5%</u>
<u>Teachers and staff have many opportunities to influence what happens</u> <u>within the school.</u>	<u>97%</u>	<u>3%</u>
<u>Teachers, staff and administrators work well together at this school.</u>	<u>100%</u>	
<u>The equipment and facilities at this school work well.</u>	<u>95%</u>	<u>5%</u>
<u>The school building is clean and well maintained.</u>	<u>97%</u>	<u>3%</u>
<u>There are an adequate number of instructional materials and basic</u> <u>supplies at this school.</u>	<u>84%</u>	<u>16%</u>
<u>There is adequate instructional space at this school.</u>	<u>92%</u>	<u>8%</u>
<u>There is good communication amongst teachers, staff and administrators</u> <u>at this school.</u>	<u>100%</u>	
<u>This school is a safe place for staff.</u>	<u>100%</u>	
<u>This school is a safe place for students.</u>	<u>100%</u>	
<u>This school promotes teacher and staff participation in decision-making</u> <u>that affects school practices and policies.</u>	<u>100%</u>	
<u>This school sets clear rules for behavior.</u>	<u>97%</u>	<u>3%</u>
<u>This school's administrators' behavior toward the staff and teachers is</u> <u>supportive and encouraging.</u>	<u>100%</u>	





## **Problem Statements**

2021 Standards-Based Assessment Consortium (SBAC) ELA results showed that 49.7% of Schorr ES students in grades 3 through 5 were proficient as compared to 35.9% of Clark County School District students in grades 3 through 5. Trend data for the SBAC ELA data is as follows: 2015-2016 - 60% proficient compared to 48% for CCSD, 2016-2017 - 56.7% proficient compared to 47.8% for CCSD, 2017-2018 - 54.5% proficient compared to 49.0% for CCSD and 2018-2019 - 57.3% proficient compared to 49.5% for CCSD. The percentage of Schorr ES students who were proficient decreased by 7.6%, but was 13.8% above CCSD.

2021 Standards-Based Assessment Consortium (SBAC) Mathematics results showed that 29.1% of Schorr ES students in grades 3 through 5 were proficient as compared to 22.1% of Clark County School District students in grades 3 through 5. Trend data for the SBAC Mathematics data is as follows: 2015-2016 - 45% proficient compared to 38% for CCSD, 2016-2017 - 47.8% proficient compared to 40.2% for CCSD, 2017-2018 - 48.2% proficient compared to 41.6% for CCSD and 2018-2019 - 53.3% proficient compared to 41.6% for CCSD. Schorr ES proficiency rates are 7% above CCSD, however, they dropped 24.2% from the previous assessment.

According to 2021 SBAC data, the school had an overall ELA proficiency rate of 49.7% and there was a 32.1% gap between the Caucasian subgroup (63%) and the lowest performing subgroup (Hispanic - 30.9%).

MAP (Measures of Adequate Progress) Fall 2021 Reading assessments reveal the following results for at-grade level performance: Kindergarten - 23%; 1st grade - 41%; 2nd grade - 51%; 3<sup>rd</sup> grade - 38%; 4th grade - 38%; 5th grade - 41%. Based on this data, 61% of the students K-5 are at-risk in Reading.

MAP (Measures of Adequate Progress) Fall 2021 Math assessments reveal the following results for at-grade level performance: Kindergarten - 26%; 1st grade - 30%; 2nd grade - 52%; 3rd grade - 48%; 4th grade - 56%; 5th grade - 58%. Based on this data, 55% of the students K-5 are at-risk in Mathematics.



## Inquiry Area 1 - Student Success

### Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
<b>Data Reviewed</b>	SBAC 2019, MAP Fall 2021	Panorama	Lexia, enVisionMath
<b>Problem Statement</b>	Learning tasks did not consistently match grade-level standards or include differentiation to address varied student needs.		
<b>Critical Root Causes</b>	2021 Standards-Based Assessment Consortium (SBAC) ELA results showed that 49.7% of Schorr ES students in grades 3 through 5 were proficient. 58.7% of third grade students must be proficient by 2024, in accordance with Focus 2024. Instructional staff must consistently ensure that learning tasks match grade-level standards and use effective instructional strategies, including differentiated instruction, to meet the learning needs of individual students and student groups in order to maintain proficiency rates. Student Literacy Performance Plans have been written for all students in grades K - 5 to address instructional needs.		

### Part B

Student Success	
<p><b>School Goal:</b> Increase the percentage of students meeting proficiency in reading from 49.7% to 60% by 2022 as measured by state assessments.</p>	<p><b>Aligned to Nevada's STIP Goal:</b> Goal 3: All students experience continued academic growth.</p>
<p><b>Improvement Strategy:</b> Hire Certified Temporary Tutors (CTT) to provide small group instruction to identified students.</p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4-Demonstrates a Rationale</p>	

**Intended Outcomes:**

Students working with the Certified Temporary Tutors will receive an extra 30 minutes of support on identified skill deficits four days a week. These students will show larger than average growth on aimswebPLUS progress monitoring.

**Action Steps:**

- Identify specific students needing support using a universal screener
- Provide additional intervention for students identified as "at risk" according to fall and winter MAP data
- Place "at risk" students in the Response to Instruction (RTI) process
- Certified Temporary Tutors will provide small group instruction to "at risk" students
- Progress monitor students weekly, using aimswebPLUS
- Discuss student progress during monthly RTI Team meetings

**Resources Needed:**

- Read by Grade 3 Strategist (\$91,266 - RBG3 grant)
- non-fiction books and materials Accelerated Reader (\$8,691.18 - Title 1)
- Imagine Learning (\$1,500.00 - Title III)
- Certified Temporary Tutors (2) (\$26,611 - At Risk Funds)
- aimswebPLUS (\$4,225.00 - Title 1)
- Interventionist (\$8,801.84 - At Risk Funds)

**Challenges to Tackle:**

- Hiring qualified candidates
- Onboarding new staff members

**Improvement Strategy:**

Incorporate the use of online performance level-based programs (Achieve3000, Accelerated Reader) to customize students' learning paths.

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

**Intended Outcomes:**

Students working on these online programs for 20 minutes a day will show growth on weekly aimswebPLUS progress monitoring.

**Action Steps:**

- Identified students will spend 15 minutes each day using Achieve3000
- Students will check-out one book from the school library each week that falls within their Accelerated Reader (AR) ZPD
- Students will take and pass AR quizzes with 80%+ mastery
- Identified students will be progress monitored weekly using aimswebPLUS

**Resources Needed:**

- Achieve3000 online accounts (provided by CCSD)
- non-fiction books and materials Accelerated Reader (\$8,691.18 - Title 1)
- aimswebPLUS (\$4,225.00 - Title 1)

**Challenges to Tackle:**

- Providing training on programs
- Maintaining schedules

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

English Learners: Utilize asset-based strategies learned through ALCA sessions

Foster/Homeless: Provide interventions during the school day to alleviate transportation constraints

Free and Reduced Lunch: Provide interventions during the school day to alleviate transportation constraints



Migrant: N/A
Racial/Ethnic Minorities: Utilize materials that include representations for diverse populations
Students with IEPs: Provide instruction in the least restrictive environment to promote inclusion and exposure to grade-level content

## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	Utilization of differentiated reading groups	Read by Grade 3 Strategist	RTI Process
<b>Problem Statement</b>	Learning tasks did not consistently include differentiation to address varied student needs, ie. consistent use of small group instruction.		
<b>Critical Root Causes</b>	2021 Standards-Based Assessment Consortium (SBAC) ELA results showed that 49.7% of Schorr ES students in grades 3 through 5 were proficient. 58.7% of third grade students must be proficient by 2024, in accordance with Focus 2024. Instructional staff must consistently ensure that learning tasks use effective instructional strategies, including differentiated instruction, to meet the learning needs of individual students and student groups in order to maintain proficiency rates.		

### Part B

Adult Learning Culture	
<b>School Goal:</b> Reduce the percentage of K-5 students who are at risk in Reading from 61% to 50%, as measured by the spring MAP assessment.	<b>STIP Connection:</b> Goal 2: All students have access to effective educators

**Improvement Strategy:**

Staff to participate in book study of effective instructional strategies in Reading

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

**Intended Outcomes:**

Aligning instruction with Read by Grade 3 professional development, including small group instruction, differentiated instruction, non-fiction materials will result in an increase in the number of students who are proficient in reading.

**Action Steps:**

- Purchase books for each teacher
- Professional development in effective tier 1 instruction and intervention strategies will be provided by the Read by Grade 3 strategist and identified interventionist
- Progress monitor identified students weekly

**Resources Needed:**

- Read by Grade 3 Strategist (\$91,266 - RBG3 grant)
- Certified Temporary Tutors (2) (\$26,611 - At Risk Funds)
- aimswebPLUS (\$4,225.00 - Title 1)
- Interventionist (\$8,801.84 - At Risk Funds)
- Guided Reading Books (\$1,785.03 - Strategic Budget)

**Challenges to Tackle:**

- Hiring qualified candidates as Certified Temporary Tutors
- Scheduling book study sessions

**Improvement Strategy:**

Professional development in effective tier 1 instruction and intervention strategies

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



<p><b>Intended Outcomes:</b> Providing Read by Grade 3 professional development, including small group instruction, differentiated instruction, non-fiction materials will result in an increase in the number of students who are proficient in reading.</p>
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>● Professional development in effective tier 1 instruction and intervention strategies will be provided by the Read by Grade 3 strategist and identified interventionist</li></ul>
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"><li>● Read by Grade 3 Strategist (\$91,266 - RBG3 grant)</li><li>● Interventionist (\$8,801.84 - At Risk Funds)</li><li>● Guided Reading Books (1,785.03 - Strategic Budget)</li></ul>
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"><li>● Scheduling professional development</li></ul>
<p><b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b></p>
<p>English Learners: Utilize asset-based strategies learned through ALCA sessions</p> <p>Foster/Homeless: Provide interventions during the school day to alleviate transportation constraints</p> <p>Free and Reduced Lunch: Provide interventions during the school day to alleviate transportation constraints</p> <p>Migrant: N/A</p> <p>Racial/Ethnic Minorities: Utilize materials that include representations for diverse populations</p> <p>Students with IEPs: Provide instruction in the least restrictive environment to promote inclusion and exposure to grade-level content</p>



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	District-wide Survey - Students	District-wide Survey - Staff	District-wide Survey - Parents
<b>Problem Statement</b>	22% of parents, who completed the District-wide survey, don't feel that the school values their input and opinion or actively seeks the input of parents before making important decisions.		
<b>Critical Root Causes</b>	Opportunities for parent input are extended through the following avenues; monthly Principal Tea, monthly School Organization Team (SOT) meetings, participation on school-based committees, school-wide surveys and evening Open House / Literacy Nights twice a year. Some parents' work schedules may prohibit participation in some activities. Surveys get very low participation and response percentages.		

### Part B

Connectedness	
<p><b>School Goal:</b> Increase the percentage of parents who feel that their input is valued from 78% to 82% on the 2022 District-wide parent survey.</p>	<p><b>STIP Connection:</b> Goal 6: All students and adults learn to work together in safe environments where identities and relationships are valued and celebrated.</p>
<p><b>Improvement Strategy:</b> Provide opportunities for parent participation in school activities and decision-making</p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4-Demonstrates a Rationale</p>	
<p><b>Intended Outcomes:</b> Parent participation in school activities and opportunities for decision-making will increase the percentage of parent satisfaction on the District-wide survey</p>	



**Action Steps:**

- Plan and execute family Literacy Nights twice a year
- Share strategies and resources for parents to use with students to promote literacy at home, including Lexia, Accelerated Reader and Imagine Learning
- Include parent representatives on school-based committees
- Include parents on the School Organization Team (SOT)
- Invite parents to monthly Principal Teas

**Resources Needed:**

- Lexia (\$9,000.00 - Title 1)
- Accelerated Reader (\$8,691.18 - Title 1)
- Imagine Learning (\$1,500.00 - Title III)

**Challenges to Tackle:**

- Parent participation

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

English Learners: Utilize asset-based strategies learned through ALCA sessions

Foster/Homeless: Provide interventions during the school day to alleviate transportation constraints

Free and Reduced Lunch: Provide interventions during the school day to alleviate transportation constraints

Migrant: N/A

Racial/Ethnic Minorities: Utilize materials that include representations for diverse populations

Students with IEPs: Provide instruction in the least restrictive environment to promote inclusion and exposure to grade-level content



## 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)
At Risk Funds	\$26,611	Certified Temporary Tutors (2)	Student Success Adult Learning
At Risk Funds	\$8,801.84	Interventionist	Student Success Adult Learning
Read by Grade 3 funds	\$91,266	Read by Grade 3 Strategist	Student Success Adult Learning
Title 1	\$8,691.18	Accelerated Reader	Student Success Connectedness
Title III	\$1,500.00	Imagine Learning	Student Success Connectedness
Title 1	\$4,225.00	aimswEBPLUS	Student Success Adult Learning
Title 1	\$9,000.00	Lexia	Adult Learning Connectedness
Strategic Budget	\$1,785.03	Guided Reading books	Adult Learning