



Clark County School District

Joseph E. Thiriot Elementary School

School Performance Plan: A Roadmap to Success

Joseph E. Thiriot Elementary School 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: Shalynn Tinkel

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Phone: (702)799-2550

School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 6/3/2024



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/joseph_e._thiriot_elementary_school/2023/nspf.

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
Shalynn Tinkel	Principal
Patrick White/ Sarah Fender	Assistant Principals
Shawna Blackburn	Teacher
James Reynolds	Paraprofessional
Kacy Reynolds	Parent
Laurie Jones	Teacher
Anne Cordova	Teacher
Katha McGowan	Teacher



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
Title 1 meeting		Community feedback given
Title 1 meeting		Community feedback given
SOT Team Meeting ACT 1	5/22/24	Community is pleased with improvement in goals
SOT Team Meeting Tracker and Act 3		SOT Team Meeting w/ feedback
School and Community Meeting Tracker and Act 3		Community feedback given
Community Meeting Status Tracker and Act 3		Community feedback given



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	SBAC ELA SBAC MATH MAP data for Math and Reading	Panorama / District-wide survey results	Envision Long Range Plans reviews and Grade Distribution
	Areas of Strength: <ul style="list-style-type: none"> On MAP Spring 2024 Math 63% of students K-5 met projected growth. On MAP Spring 2024 ELA 50% of students K-5 met projected growth. 		
	Areas for Growth: <ul style="list-style-type: none"> Proficiency Indicator on SBAC 23-24 in Math is 30.9 which is lower than the district's rate of 33.6 Proficiency Indicator on SBAC in ELA is 37.4 which is lower than the district's rate of 40.6 Proficiency Indicator on SBAC 23-24 in Science CRT is 18.0 which is higher than the district's rate of 16.7 On MAP Spring 2024 Math assessment 42% of students K-5 were proficient. On MAP Spring 2024 ELA assessment 39% of students K-5 were proficient. On MAP Spring 2023 Math assessment 23% of students K-5 were proficient. On MAP Spring 2023 ELA assessment 27% of students K-5 were proficient. 		
Problem Statement	Our rate of ELA, Math, and Science proficiency does not increase at the same rate as our rate of growth as indicated by the 2023-2024 MAP report.		



Critical Root Causes	<p>Adults at Thiriot Elementary are working on utilizing a productive PLC process that is data driven. Within this process, Tier II and Tier III students are focused on to fill academic and behavior deficits.</p> <p>Adults at Thiriot Elementary School are working to understand and implement all new curriculums (Envisions, HMH, and Amplify) with fidelity.</p>
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Part B

Student Success	
<p>School Goal: ELA Increase the percentage of students proficient on the MAP Growth assessment in ELA from 39% to 49% in 2025.</p> <p>Math Increase the percentage of students proficient on the MAP Growth assessment in Math from 42% to 52% in 2025.</p> <p>Science Increase the percent of students proficient on SBAC in Science from 18% to 28% in 2025.</p>	<p>Aligned to Nevada’s STIP Goal: Goal 2: All students have access to effective educators. Goal 3: All students experience continued academic growth.</p>
<p>Improvement Strategy: Teach standards-based lessons through the implementation of HMH Into Reading , (Elementary), Core 95 Phonics for Tier II, Exact Path, and Smarty Ants supplemental materials as guided by CCSD Pacing Guide Long Range Planning in Professional Learning Communities. Reimplement What I Need (WIN) differentiated block Core 95 Phonics, Professional Development LETRS strategies, as well as school wide reading goal setting.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): HMH Reading - EBI Level 2, Professional Learning Communities (PLC) - EBI Level 2, Core 95 Phonics EBI Level 1, Exact Path EBI Level 2, Smarty Ants - EBI Level 4 , Leveled Literacy Intervention (LLI) - EBI Level 1, Flying Start EBI Level 2, Leader in Me - EBI Level 4, MyOn EBI Level 3, MTSS EBI Level 1, AR EBI Level 3</p>	
<p>Intended Outcomes: As a result of receiving strategic intervention, support, and Tier 1 differentiation, students will demonstrate academic growth as evidenced on 2025 Spring SBAC and MAP assessments.</p>	



Action Steps:

- Provide ongoing professional development, coaching, and mentoring while implementing HMH Into Reading to improve the rigor of daily Tier 1 reading instruction, using instructional resources that align with the NVACS and target increased cognitive demand.
- Provide professional development to implement Exact Path (Elementary) and Smarty Ants as interventions during Tier II and Tier III instruction.
- Evaluate and utilize quality resources, lessons, student tasks, assessments, interventions, and instructional strategies that align with Nevada Academic Content Standards in ELA instruction.
- Provide ELA RTI interventions for Tier 2 and Tier 3 students based on EasyCBM and MAP benchmark assessments. Implement HMH Into Reading curriculum to improve the rigor of daily Tier I reading instruction.
- Utilize Title III Language Support Provider to monitor student progress and adjust student supports as needed; Smarty Ants, Imagine Learning, Exact Path (Elementary), Accelerated Reader, and Read Well programs will be implemented as interventions.
- Provide ELA tutoring and RTI for identified student subgroups. Technology will enable students daily access to online programs.
- Continue weekly grade level PLCs and grade level planning to unwrap standards.
- Reimplement What I Need (WIN) differentiated block.
- Implement school-wide reading goal setting individually and as grade levels.

Resources Needed:

At Risk Budget: class size reduction teachers

EL Budget: class size reduction teachers

General Budget: Learning strategist Read by Grade 3, K-5 teachers, specialist teachers, GATE teacher, SHA, PE IA, office staff, administrators, custodial, and supplies; Learning strategist; prep periods for PLCs and instructional rounds; Success Learner Advocate (Liaison for EL budget); general supplies for implementation of intervention programs; Extra duty licensed, teacher substitutes, prep periods, extra duty support staff

Title I Budget: 2 class-size reduction teachers; Math Strategist; Instructional Assistant to provide small group instruction during intervention block; 2 extra duty support staff; Title I licensed extra duty site liaison; Licensed extra duty for reading and STEAM tutors; licensed extra duty Math tutors, STEAM tutoring; 2 Communities in School site coordinators; chromebooks, Capstone PebbleGo, materials and supplies; PISA - materials and supplies

No Additional Cost: Weekly grade level and vertical PLC meetings; HMH Into Reading curriculum & PD; Series Craft; MAP benchmarking assessments; Read Well Intervention Program; coaching; planning; Smarty Ants/Exact Path, Amplify Science, Envisions math curriculum

Challenges to Tackle:

Increase the percentage of grade K-5 students proficient in ELA on the SBAC. Staff will engage in PL during staff meetings and coaching by strategists.



Time to implement the PLC process- The PLC process and master schedule will be modified to increase the time given in the morning for these meetings.

Improvement Strategy: Teach standards-based lessons through the implementation of Envision 2.0 and ExactPath Mathematics supplemental materials as guided by Long Range Plans in Professional Learning Communities. Small group differentiated instruction and math fact fluency school-wide goal setting.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Envisions 2.0 - EBI Level 3, Professional Learning Communities (PLC) - EBI Level 2, Exact Path - EBI Level 1

Intended Outcomes:

At the end of the 2024-25 school year, students will increase the percentage of grade K-5 students proficient in Math on the SBAC as predicted by increase in MAP proficiency scores.

Action Steps:

- Implement productive PLC with data driven discussions
- Provide RTI interventions for Tier 2 and 3 students. Implement supplemental math curriculum to improve the rigor of daily Tier I and intervention instruction.
- Utilize Title I Site Liaison Extra Duty to monitor student progress and adjust student support as needed.
- Implement Exact Path Mathematics program as an intervention.
- Provide after school math, STEAM tutoring for identified students. Technology will enable students daily access to programs.
- Continue weekly grade level PLCs and grade level planning to unwrap standards.
- Implement small group differentiated instruction and math fact fluency school-wide goal setting.

Resources Needed:

At Risk Budget: class size reduction teachers

EL Budget: class size reduction teachers

General Budget: Learning strategist Read by Grade 3, 23 K-5 teachers, 4 specialist teachers, GATE teacher, SHA, PE IA, office staff, administrators, custodial, and supplies; Learning strategist; prep periods for PLCs and instructional rounds; Success Learner Advocate (Liaison for EL budget); general supplies for implementation of intervention programs; Extra duty licensed, teacher substitutes, prep periods, extra duty support staff

Title I Budget: 2 class-size reduction teachers; Math Strategist; Instructional Assistant to provide small group instruction during intervention block; 2 extra duty support staff; Title I licensed extra duty site liaison; Licensed extra duty for reading and STEAM tutors; licensed extra duty Math tutors, STEAM tutoring; 2 Communities in School site coordinators; chromebooks, Capstone PebbleGo, materials and supplies; PISA - materials and supplies Programs purchased: Imagine Learning; BrainPop EL; Flocabulary

No Additional Cost: Weekly grade level and vertical PLC meetings; HMH Into Reading curriculum & PD; Series Craft; MAP benchmarking assessments; Read Well Intervention Program; coaching; planning; Smarty Ants/Exact Path, Amplify Science, Envisions math curriculum



Challenges to Tackle: Time for meetings and planning, clear understand of Tier II and Tier III student deficits with a researched based intervention that aligns- A new MTSS handbook is created with clear instructions and expectations. Additionally, additional PD will be given to staff to enhance their knowledge of student deficits and interventions.

Improvement Strategy: Teach standards-based lessons through the implementation of Amplify Science, Green Our Planet Hydroponics STEM Program and supplemental materials as guided by Long Range Planning in Professional Learning Communities.
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Amplify Science - EBI Level 1, Green Our Planet Hydroponics STEM Program - EBI Level 4, Professional Learning Communities (PLC) - EBI Level 2, Leader in Me - EBI Level 4

Intended Outcomes:

At the end of the 2024-25 school year, students will engage in and take responsibility for their own learning and increase the percentage of grade 3-5 students proficient in Science on the SBAC.

Action Steps:

- Provide ongoing professional development, coaching, and mentoring while implementing Amplify Science to improve the rigor of daily Tier 1 science instruction, using instructional resources that align with the NVACS and target increased cognitive demand.
- Evaluate and utilize quality resources, lessons, student tasks, assessments, differentiation, and instructional strategies that align with Nevada Academic Content Standards in Science instruction.
- Implement Amplify Science instruction K-5.
- Provide STEM tutoring for identified student subgroups. Technology will enable students access to online programs.
- Continue weekly grade level PLCs and grade level planning to unwrap standards.
- Implement Green Our Planet Hydroponics STEM Program in after school tutoring and in each grade level.
- Utilize the school garden and integrate into Science instruction.

Resources Needed:

Training on Amplify and an updated Master Schedule with the time allocated for Amplify.

No Additional Cost: Weekly grade level and vertical PLC meetings; HMH Into Reading curriculum & PD; Series Craft; MAP benchmarking assessments; Read Well Intervention Program; coaching; planning; Smarty Ants/Exact Path, Amplify Science, Envisions math curriculum

Challenges to Tackle:

Increase the percentage of grade 5 students proficient in Science on the CRT from 18% to 25%. Staff becoming more familiar with program model and understanding the kits by attending professional developments and having the science department partner with the school.



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

English Learners:

Utilize the Language Support Handbook from the Envision math curriculum to apply proper language scaffolds into the everyday math curriculum.

Utilize the Scaffolded Strategies Handbook associated with the HMH Into Reading curriculum. Give students access to supplemental programs that work with students in their specific areas of need including Imagine Learning, Smarty Ants, and Exact Path.

Provide translation to Spanish and other languages when possible.

Implement discourse strategies, Whole Brain Strategies, Total Physical Response, Sentence Stems, Accountable Talks, Word of the Wise, and peer/teacher modeling.

Provide after school tutoring.

Implement hands-on Science / STEM curriculum Amplify Science and Green Our Planet Hydroponics STEM program to improve engagement and facilitate real world connections.

Apply principles from the Leader in Me and Kagan programs to academic, leadership, and social interactions.

Foster/Homeless:

Utilize the Language Support Handbook from the Envision math curriculum to apply proper language scaffolds into the everyday math curriculum. Utilize the Scaffolded Strategies Handbook associated with the HMH Into Reading curriculum.

Give students access to supplemental programs that work with students in their specific areas of need including, and Exact Path.

Implement discourse strategies, Whole Brain Strategies, Total Physical Response, Sentence Stems, Accountable Talks, Word of the Wise, and peer/teacher modeling.

Title 1 HOPE Liaison, services and outreach by Community in Schools liaison and counselor.

Title I Licensed Extra Duty Site Liaison

Provide after school tutoring.

Implement hands-on Science / STEM curriculum Amplify Science and Green Our Planet Hydroponics STEM program to improve engagement and facilitate real world connections.

Apply principles from the Leader in Me and Kagan programs to academic, leadership, and social interactions.

Free and Reduced Lunch:

Utilize the Scaffolded Strategies Support Handbook from the Envision math curriculum to apply proper language scaffolds into the everyday math curriculum.

Utilize the Scaffolded Strategies Handbook associated with the HMH Into Reading curriculum.

Give students access to supplemental programs that work with students in their specific areas of need including Smarty Ants/Exact Path.

Implement discourse strategies, Whole Brain Strategies, Total Physical Response, Sentence Stems, Accountable Talks, Word of the Wise, and peer/teacher modeling.

Provide after school tutoring.

Breakfast After the Bell



Implement hands-on Science / STEM curriculum Amplify Science and Green Our Planet Hydroponics STEM program to improve engagement and facilitate real world connections.

Apply principles from the Leader in Me and Kagan programs to academic, leadership, and social interactions.

Migrant:

n/a

Racial/Ethnic Minorities:

Utilize the Language Support Handbook from the Envision math curriculum to apply proper language scaffolds into the everyday math curriculum.

Utilize the Scaffolded Strategies Handbook associated with the HMH Into Reading curriculum.

Give students access to supplemental programs that work with students in their specific areas of need including, and Smarty Ants/ Exact Path.

Implement discourse strategies, Whole Brain Strategies, Total Physical Response, Sentence Stems, Accountable Talks, Word of the Wise, and peer/teacher modeling.

Provide after school tutoring.

Culturally competent teaching and library committee book selection.

Implement hands-on Science / STEM curriculum to improve engagement and facilitate real world connections.

Apply principles from the Leader in Me and Kagan programs to academic, leadership, and social interactions.

Students with IEPs:

Utilize the Language Support Handbook from the Envision math curriculum to apply proper language scaffolds into the everyday math curriculum.

Utilize the Scaffolded Strategies Handbook associated with the HMH Into Reading curriculum.

Give students access to supplemental programs that work with students in their specific areas of need including, and Smarty Ants/ Exact Path.

Implement discourse strategies, Whole Brain Strategies, Total Physical Response, Sentence Stems, Accountable Talks, Word of the Wise, and peer/teacher modeling

Provide after school tutoring

Extended School Year ESY

Implement hands-on Science / STEM curriculum Amplify Science and Green Our Planet Hydroponics STEM program to improve engagement and facilitate real world connections.

Apply principles from the Leader in Me and Kagan programs to academic, leadership, and social interactions.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
	Observations and lesson plans PLC meeting agendas Teacher lesson plans	Tuesday staff meetings/ PD sessions Teacher feedback surveys HMH and Amplify support	Grade level PLCs RTI agenda and minutes PD Schedules
Data Reviewed	Areas of Strength: <ul style="list-style-type: none"> Students showing growth on MAP assessment Students showing a positive growth on WIDA test 		
	Areas for Growth: <ul style="list-style-type: none"> Effective PLC process that is data driven as evidenced by student achievement 		
Problem Statement	The school needs to have a master schedule that allows for the adequate amount of time needed to have PLC time. The staff needs to be given proper guidance on how to hold PLC meetings.		
Critical Root Causes	Adults at Thiriot Elementary have not been adequately trained in the implementation of the PLC process and how to use the data to drive instruction which is shown in the school wide data.		

Part B

Adult Learning Culture	
<p>School Goal: 50% of the weekly grade level will hold a PLC meeting will be data driven and shown by observations of the PLC. They will answer the fundamental questions of the PLC. The teachers will use data to drive instruction and work as a team to respond to said data to increase student achievement while using the Tier I instructional materials.</p>	<p>STIP Connection:</p> <p>Goal 2: All students have access to effective educators Goal 6: All students and adults learn and work together in a safe environment where identities and relationships are valued and celebrated.</p>



Improvement Strategy: Implement professional learning communities on a weekly basis.
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): PLC Level- 2

Intended Outcomes:
At the end of the 2024-25 school year, all staff will develop sound knowledge of best practices in the PLC process and be actively holding PLC meetings. It will be shown by the growth and proficiency rate of the students.

Action Steps:
Updated Master schedule
PLC + book
Rework the RTI/MTSS systems and procedures
Additional training on deficit based instruction and Fastbridge

Resources Needed:
Master schedule revamp
General budget: Additional ELL strategist, RBG3, math strategist, and 2 ELA interventionist

Challenges to Tackle:
Effective implementation and fidelity schoolwide. Administration and strategists will observe and give feedback to teachers during coaching cycles. Strategists and administration will attend PLC's to help facilitate the process.

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

English Learners:
Students will be given equitable access to instruction based on their specific needs. ELL strategist will be utilized to support newcomers.
Foster/Homeless:
Students will use the district wide scope and sequence of Tier I instructional materials to reduce learning gap due to transiency.
Free and Reduced Lunch:
Students will be given equitable access to Tier I instructional materials.

Migrant:
n/a

Racial/Ethnic Minorities:
Students will be given equitable access to Tier I materials and data related to all racial and ethnic minorities will be monitored and educational practices will be adjusted to.

Students with IEPs:



Students will be given equitable access to Tier I materials and specific academic needs will be addressed in the PLC process.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	FocusEd, Panorama	Districtwide Survey, Raise Hand from Panorama conversations	Districtwide Survey, Leader in Me Measurable Results Assessment survey
	Areas of Strength: Increase the amount of students who have supportive relationships (90% in winter).		
	Areas for Growth: Increase the amount of students that know how to regulate their feelings (41% in the winter).		
Problem Statement	125 students stated they did not know how to regulate their feelings when they become upset.		
Critical Root Causes	Adults at Thiriot Elementary have not been adequately trained in the implementation of MTSS. Behavior support groups are not determined based on Panorama needs.		

Part B

Connectedness



<p>School Goal: Increase favorable responses on the Panorama Survey of 3rd-5th grade students from 41% to 50% for Emotional Regulation from Winter to Spring.</p>	<p>STIP Connection: Goal 6: All students and adults learn and work together in a safe environment where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy: Utilize the MTSS Team to target individual students who responded unfavorably to Emotional Regulation on the Panorama Data Survey. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):MTSS - EBI Level 3, Positive Behavior Interventions and Supports (PBIS) EBI Level 1</p>	
<p>Intended Outcomes: Increase the number of students who can emotionally regulate themselves.</p>	
<p>Action Steps: MTSS behavior matrix with interventions revamped and teachers given professional development on it. Student groups will meet with Boys Town and community in schools liaison to focus on social emotional learning/ regulation techniques. Teachers will utilize PBIS and Leader in Me strategies to build a positive climate amongst students within their classrooms. The MTSS team will meet monthly to address behavior trends they are noticing and will implement strategies and interventions to prevent/ stop them from happening.</p>	
<p>Resources Needed: Social emotional learning curriculum. Access to Leader in Me Curriculum and activities. Accumulated MTSS resources for interventionists and teachers to use. Access to PBIS strategies and expectations for teachers to utilize and model.</p>	



Challenges to Tackle:

Personnel in the form of a counselor needed

Time for meetings and planning- A specific MTSS handbook with resources are being implemented. Within this handbook designated time in the master schedule will be given to achieve this goal.

Effective classroom management systems in every classroom- The counselor, Boys Town, and CIS will assist with targeted students and teachers will be given support based on classroom management needs.

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

English Learners:

Students will be given equitable access to lessons and support based on their specific needs.

Implement restorative practices and the habits from The Leader in Me.

Provide services and outreach by Community in Schools Liaison and counselor.

Foster/Homeless:

Students will be given equitable access to lessons and support based on their specific needs.

Provide language appropriate Kagan engagement, motivational strategies, and leadership opportunities that teach and recognize students struggling with social skills, interpersonal communication, and taking responsibility for their own learning.

Implement restorative practices and the habits from The Leader in Me.

Provide services and outreach by Community in Schools Liaison and counselor.

Free and Reduced Lunch:

Students will be given equitable access to lessons and support based on their specific needs.

Model Kagan engagement strategies and leadership traits for all students to ensure confidence and understanding of the leadership traits involved with Leader in Me.

Provide language appropriate Kagan engagement strategies, motivational strategies and leadership opportunities that teach and recognize students struggling with social skills, interpersonal communication, and taking responsibility for their own learning.

Implement restorative practices and the habits from The Leader in Me.

Provide services and outreach by Community in Schools Liaison and counselor.

Migrant:

n/a

Racial/Ethnic Minorities:

Students will be given equitable access to lessons and support based on their specific needs.

Model Kagan engagement strategies and leadership traits for all students to ensure confidence and understanding of the leadership traits involved with Leader in Me.

Provide culturally inclusive and appropriate motivational strategies and leadership opportunities that teach and recognize students struggling with social skills, interpersonal communication, and taking responsibility for their own learning.

Implement restorative practices and the habits from The Leader in Me.



Provide services and outreach by Community in Schools Liaison and counselor.

Students with IEPs:

Students will be given equitable access to lessons and support based on their specific needs.

Model leadership traits and Kagan engagement strategies for all students to ensure confidence and understanding of the leadership traits involved with Leader in Me.

Provide appropriate motivational strategies and leadership opportunities that teach and recognize students struggling with social skills, interpersonal communication, and taking responsibility for their own learning.

Implement restorative practices and the habits from The Leader in Me.

Provide services and outreach by Community in Schools Liaison and counselor.

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 Budget	\$659,241.20	Licensed Staff	1, 2, and 3
EL Budget	\$659,125.34	Licensed Staff Supplemental Local Allocation	1, 2, and 3
General Budget	5,248,257.40	Administrators Licensed Staff Support Staff Supplies & Services Service Level Agreements	1, 2, and 3
Title I Budget	\$324,900	Licensed Staff Support Staff Other Salaries: Tutoring, Extra Duty, Site Liaison Technology & Materials PISA: Supplies & Materials	1, 2, and 3


