

# SOUTHSIDE ELEMENTARY SCHOOL

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Mikel Lopategui, Principal  
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To Whom It May Concern:

I am the principal of Southside Elementary School in Elko, Nevada. Southside utilizes Title I funding to provide a quality education of a high needs student population that is 78 percent Free and Reduced Lunch and 45 percent English Language Learner. The Title I funding is directed to not only meet the goals of the Southside School Performance Plan, but also the Elko County School District Performance Plan. These goals align with the District's Improvement Plan.

At Southside, Title I funds are used for preschool through fourth grade literacy instruction. The funds support a remedial reading specialist who provides additional support for struggling readers. They are also used for literacy supplies including fiction and nonfiction leveled readers and technology to support literacy instruction including additional System 44 software. Several web-based curriculum programs are purchased with the funds to specifically meet the action steps needed to achieve the school's three Performance Plan goals. Additional Chromebook computers have been purchased with Title I funds due to the NWEA Measure of Academic Progress (MAP) and Smarter Balanced Assessment Consortium (SBAC) assessments being computer based. A Community In Schools (CIS) liaison is partially funded with Title I funds to assist in school family engagement events and school-wide social programs. Funds are managed to support the measurable objectives stated in this School Performance Plan.

These uses directly support the goals listed within the District's Performance Plan. For example, the first goal within the District's Plan states, "The district will coordinate, design, deliver, and evaluate a comprehensive intervention program district-wide." The reading specialist funded by the Title I funds provides intervention instruction in literacy through the use of the System 44 reading program. A stipend for a dyslexia specialist is paid for with Title I funds. This specialist not only supports the District's efforts to establish a comprehensive intervention program, but also meets the requirements of Nevada's Read By Grade Three program.

A second goal of the District is "(to) coordinate, design, deliver, and evaluate content area standards to ensure all students are meeting projected growth and proficiency targets." The intervention program at Southside has been established to facilitate students meeting their

projected growth. As the reading strategist position and the dyslexia stipend support the District's intervention goal, they also support the District's projected growth goal through target intervention.

Title I funds are used to support student learning outside of the classroom. Struggling learners can receive additional academic help through a student enrichment tutoring program and summer school program created under the 21st Century program. A site based Communities In Schools liaison is provided through a partnership with the 21st Century program and Title I funds. Furthermore, the Communities In Schools liaison supports the school's family engagement activities. This March, the Communities In Schools and Southside collaborated with the Family Resource Center of Elko, Teen Health, WIC and Family Advocacy to offer Southside families access to not only academic assistance, but also health and social assistance.

Through the positions, programs and activities funded through Title I, Southside addresses the District Performance Plan goals and the School Performance Plan goals, along with learning outside the classroom. These goals relate directly to the District's improvement plan of providing "high quality Tier I instruction aligned to the Instructional Shifts creates a fair and equitable learning environment for all learners."

By meeting these goals and by aligning to the District's improvement plan, the expectation is that Southside Elementary School's achievement will be noted on the Smarter Balanced Assessment Consortium (SBAC) State assessment and also on the NWEA Measurement of Academic Progress (MAP) assessment.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mikel Lopategui', with a long horizontal flourish extending to the right.

Mikel Lopategui  
Principal